DOCUMENT RESUME

ED 184 946 SO 012 480

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TITLE Learning Activity Packets for High School Social Studies, American Studies, American History and Low Achieving and Low Achieving Students. Course II.
INSTITUTION Urban Career Education Center, Philadelphia, Pa.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE May 74
NOTE 154p.; For a related document, see SO 012 479. Not available from EDRS in paper copy due to light and broken print type of original document.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS American Studies; Citizenship Education; Civil Rights; Educational Objectives; History Instruction; Individualized Instruction; *Learning Activities; *Low Achievement; North American Culture; Secondary Education; *Social Studies; United States History; Units of Study

ABSTRACT

Social studies readings and activities designed primarily for low achieving students are presented. Objectives are to help social studies classroom teachers develop goals which are clear to students, suggest activities which work toward stated goals, offer evaluative measures particularly designed for low achieving students, and present readings which relate American historical and cultural ideas to the students' lives. Materials and activities are organized around the following topics: Constitutional rights, protest and dissent, political parties, organized groups, and influences on thinking and attitudes. In addition to describing each topic, information is presented on skills and tools needed for the unit and general unit objectives. Activities involve students in reading case studies, answering questions which are based on the case studies, defining and learning vocabulary words and phrases, discussing ideas in class, analyzing articles from newspapers and magazines, filling in blanks, surveying community members regarding political activism, and simulating situations such as city council meetings and community gatherings. (DB)

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# Learning Activity Packets

For

High School Social Studies

American Studies, American History

And

Low Achieving Students

Course II

Produced by Elliott Seif, Professor of Education, Temple University
for the Urban Career Education Center, Opportunities Industrialization
Center, Philadelphia, Pennsylvania, 1974

SO 012 480

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APR 14 1980

## Introduction

These learning packets are designed to provide an alternative social studies experience for high school students. For example, they can be used as an alternative to a traditional American History course. Several packets can be used to supplement and enrich high school social studies courses. Although primarily designed for low achieving students, the packets can be adapted for use with all students.

I believe that these packets are valuable for several reasons. The packet format enables a teacher to carefully develop clear goals with students. The goals are clear to both students and teachers. The activities break down the material into smaller units, allowing for the gradual learning of the material. Open-ended post evaluations enable teachers to see the results of the learning, and can be used for further development of activities. The packets also allow the teacher to individualize learning, allowing some students to work on their own and with others (those that have the necessary skills) while the teacher works closely with those who need a more teacher-centered environment.

The packets also provide an alternative set of goals for social studies. They focus on enabling students to better understand themselves and their environment. They help students understand how they relate to others. They enable students to explore the concept of power and control over their own lives. Through historical and present day examples, they provide students with the opportunity to learn about themselves, about Constitutional rights, about politics and political power, about minority groups, about consumerism, and so on. The ideas are relevant to students, and the packets provide students with readings and activities that help relate the ideas to their own lives.

These packets should be seen as examples of how learning packets can be used and developed for social studies. Some packets may be usable without revision. In several cases, teachers and schools may wish to adapt the material to their own needs. For other teachers, the packets may serve as a model for the development of other packets more attuned to the goals of the teacher.

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# WHAT ARE MY RIGHTS?

What this unit is about: This unit is about the rights that are guaranteed to you as an American citizen by the United States Constitution and what that means for your everyday life.

These are the main topics of this unit:

1. The Constitution guarantees rights for American citizens.
2. Freedom of expression is one of the most important personal rights.
3. Legal freedom such as due process protect individual citizens.
4. Minority groups have fought laws which denied many of the rights found in the constitution.
5. What rights do you think should be added to a bill of rights?

This is why this unit is important to you:

Each citizen should try to be informed about his government. A just government tries to serve all its citizens equally and fairly. At times some citizens might feel that their government is not representing them. They might feel that others are receiving greater benefits. Sometimes they may not know how the law can protect them. They also need to know about their rights as citizens under the law. Under a democracy each individual is guaranteed certain rights and liberties.

Sometimes freedom is taken for granted. To live in freedom, a person needs to know what his rights are. By knowing his rights, he can work to keep his freedom alive. This unit will help you learn more about your rights as a United States Citizen.

To do this unit, you need these skills and tools:

1. You should be able to read at a junior high school level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

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Produced by: Elliott Seif
Date: May, 1974
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## 1. THE CONSTITUTION GUARANTEES RIGHTS FOR AMERICAN CITIZENS

This is the main thing that you should learn: You, as an American citizen, are guaranteed the rights found in the Bill of Rights to the United States Constitution.

These are the things that you should be able to do when you have finished this lesson:

1. Learn what rights are found in the Bill of Rights.
2. Learn how the Bill of Rights came to be included in the Constitution.
3. Rank order from most important to least important, the rights found in the Bill of Rights.
4. Learn about the history of our Constitution.

This is the information that you need:

The United States is a democracy. That means that the government is supposed to be "... of the people, by the people, and for the people." (Speech by Abraham Lincoln.) But a democracy cannot work unless most of the people are willing to get involved. They must be sure that their rights are protected. They must check that their leaders are doing the things that the people want. People cannot always do this alone. So they form groups. These groups help them be sure that the government does what it is supposed to do.

One of the things which protects our democracy is the Constitution. The Constitution is the basic law of the land. It spells out the democratic ways of this country. The Constitution talks about the three branches of government. One is the executive (President). A second is the legislative (the Senate and the House of Representatives). A third is the judicial (the courts, all the way up to the Supreme Court, which hears cases related to the Constitution itself). The Constitution has been added to, or amended, many times in the history of this country. The first ten amendments were added at the time the Constitution was written. These made sure that certain rights would be protected by the Constitution. Persons have the right to go to the courts and try to make sure that they get their rights.

There are many rights mentioned in the Constitution. Most of them are written in the first ten amendments in the Constitution. These rights include:

1. The right to worship as a person pleases or not to worship at all.
2. The right to speak or write opinions and ideas freely. These include books, newspapers, magazines, pamphlets, and on radio and television.
3. The right to get together with others and to hold peaceful meetings.
4. The right to ask the government to change something when we think it is wrong.
5. Protection against being searched or against unreasonable search of property.

6. Protection against property being taken away from you unreasonably.

7. The right to receive a fair and speedy trial.

8. The right to not say anything if what you say can help to convict you of a crime.

9. The right not to be tried more than once for the same crime. In other words, if you are found innocent once, you cannot be tried again for the same crime.

10. The right to not have cruel or unusual punishments for a crime. This means that a person who steals a loaf of bread cannot be sentenced to life imprisonment.

There have been many cases where it is difficult to decide whether a person's rights have been violated. Is it wrong for the government not to allow a person to speak about overthrow of the government itself? Can the government decide not to allow people to hand out pamphlets to soldiers in wartime asking them to desert the army? Must everyone have a lawyer in order to have a fair trial? Is it all right for the government not to allow peaceful meetings? Is it all right for people not to send their children to public schools when they say it is against their religion?

All of these have been and are difficult decisions. The Supreme Court is constantly examining cases. They are changing their positions about many of these issues. In the next lessons, you will have a chance to see how you would decide some of the difficult decisions involving a person's rights.

Activity 1

Directions: Next to the following rights taken from the Bill of Rights to the United States Constitution, put a "1" next to the right you feel is most important to you. Then, put a "2" next to the right that is next most important to you, and so on until you have numbered all of these rights.

_____ A person has the right to worship as he pleases or even to not worship at all.

_____ A person has the right to speak or write his opinions freely in books, newspapers, magazines, or radio and T.V.

_____ A person has the right to hold peaceful meetings.

_____ A person has the right to ask the government to change something he thinks is wrong.

_____ Every person is protected against unreasonable search of his home and unreasonable seizure of his property.

_____ Search warrants can be issued by courts only when they are convinced a search is necessary.

_____ All people are guaranteed the rights to life, liberty, and property.

_____ Everyone must receive a fair trial.

_____ No person can be made to say something that will help to convict him.

_____ Once a person has been declared innocent of a crime, he cannot be tried again for the same crime.

_____ An accused person has the right to a prompt public trial.

_____ An accused person has the right to have a lawyer.

_____ An accused person has the right to be told what he is accused of.

_____ Punishments cannot be cruel or unusual.

_____ All powers not specifically given to the national government are kept by the states or the American people.

Discuss your answers with your teacher and/or your classmates.

Activity 2

For each of the following cases, decide how you think the case should be decided, and give reasons for your answer. Look back to the rights listed earlier to help you make up your mind.

Case 1

A man has been brought to the courtroom for yelling "fire" in a crowded theater. He claims that he really thought there was a fire. He has been arrested before for disturbing people on his block with loud noises. He has also, in the past, played pranks on many people.

How would you decide this case and why?

Case 2

A person has been convicted of robbing someone, but appeals his conviction to a higher court. He claims that he did not have a lawyer, and thus he did not receive a fair trial.

How would you decide this case and why?

Case 3

A group of Black youths have been arrested on a streetcorner when they were milling around. The policeman claims he thought they were going to cause trouble.

How would you decide this case and why?

Case 4

A group of citizens have brought a man to court because he owns a lake and does not let anyone else use the lake.

How would you decide this case and why?

Case 5

A news reporter prints a story about a public person which accuses him of taking money. The public person sues. The news reporter refused to tell who told him about the story or to give evidence to support his story, claiming that he has the right of free speech.

How would you decide this case and why?

Discuss your answers with your teacher and/or your classmates. Try to see where you agree and disagree. Try to think in terms of the rights listed earlier.

Here are some other things you can do if you want to learn more about this topic:

1. Ask your teacher for a book on the Constitution and the Bill of Rights. You might want to look at such books as Liberty Under Law (AEP), Rights (SRA), and Being An Informed Citizen (Intext). Also the books called the Justice in Urban America series has a great deal of information about basic rights. You can get these books from your teacher and from the library.

2. Look at the local newspapers and magazines and cut out articles that deal with people's rights. Put them up on a bulletin board in your room for others to read. Also you can listen to the news on radio and television and make a report about news stories about people's rights.

2. FREEDOM OF EXPRESSION IS ONE OF THE MOST IMPORTANT PERSONAL RIGHTS

This is the main thing that you should learn: Freedom of expression, including both speech and writing is guaranteed to American citizens as long as it does not take away someone else's rights.

These are the things you should be able to do when you have finished this lesson:

1. Be able to tell what freedom of speech means for an American citizen.
2. Be able to tell some of the limits on freedom of speech and press when it involves someone else's rights.
3. Make a decision as to what you would decide if you were the judge in a case involving freedom of expression.

This is the information you need:

Freedom of expression means many things. It means that a person has the right to say the things he wants to say. It means the newspapers and magazines and people on radio and television have the right to report the news. They can say the things they think are important. It means that people have the right to criticize their government. It means that people have the right to hand out pamphlets expressing their opinions about things. It means that people can usually stand up on a box. They can talk to whomever will listen.

However, there are certain things that people cannot do in the name of free speech. They do not have the right to lie about other people and try to hurt them. The courts would not allow people to lie. They can be sued by the other person. The person who lied can be asked to pay a lot of money to the person who was lied about. Sometimes, however, it is difficult to prove that someone was lying or just twisting the truth. It has to be proved that a person actually lied about another person.

A person cannot say things which are harmful to others. A person cannot yell fire in a crowded theater. All the people in the theater can panic and can be hurt. The person who yelled fire is then responsible. Sometimes it is difficult to decide whether a person should or should not be allowed to say things. Suppose people in a crowd don't like what a person is saying and look like they are going to be violent. Is the speaker creating harm to others? Or are the people in the crowd creating harm to others? Should the person be allowed to speak? Usually the Supreme Court has decided that the person should be allowed to speak. They have said that the police should provide protection to that person.

Should people who talk about overthrowing the government by violent means be allowed to speak? Usually the courts have said that they should be allowed to speak. They have said no when they think there is a "clear and present danger" to the country or the government.

These are often very difficult decisions for the courts to make When a person should be allowed to speak and write things. Usually the rule is that freedom of expression is a basic right. In most cases a person should be allowed to express his thoughts freely. The government usually wants to know when a person is speaking and where. Then it can protect people in case there are any problems. It is important when speaking in public to get a permit. It should usually be given to you.

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper.

1. What should people be able to do because the right of free expression is in the Constitution?

2. What are some of the things a person cannot do in the name of free expression?

3. What do the courts usually decide in free speech cases? Why?

4. What do people who speak in public places usually have to do before they can speak?

Case Study 1:

Directions: Read the following case studies and answer the questions at the end.

THE SIDEWALK SPEECH*

On a raw, windy afternoon in March, a hot-headed, earnest young student named Mohammed X was making a speech to a crowd in a small shopping area. The street was in a Negro neighborhood in Poughkeepsie, New York. Mohammed stood on a large wooden box on the sidewalk. He shouted at the crowd in a high-pitched voice through a loudspeaker system attached to an automobile. He waved his arms, stamped his feet, and once in a while smacked a fist in his palm. He wanted to publicize a meeting of the Black Nationalists that was to be held that evening. Among other things, he said,

"The mayor of this city is a champagne-sipping bum. He doesn't care who crushes the Black people."

"The President of the United States is a fascist pig."

"The Legion of American Veterans is a Nazi Gestapo."

"Blacks don't have equal rights; they should rise up in arms and fight for their rights."

* Revised Version, From Oliver and Shaver, Teaching Public Issues in the High School (Boston: Houghton Mifflin Company, 1966), pp. 89-90.

The crowd listening to Mohammed numbered 75 or 80 people, both Black and white. It filled the sidewalk and spread out onto the street. The people were restless. There was some pushing, shoving, and milling around. Some men picked up bricks and threatened to throw them at Mohammed. An older woman who thought that he should have a chance came over and said, "What's the matter? You scared? Can't you cops make people behave right?" A big, muscular man nearby turned around and said, "If you cops don't get that guy off his orange crate in two minutes, I'll shove it down his throat." Then he elbowed his way into the crowd until he was very close to Mohammed.

Lieutenant Collins pushed his way after him through the crowd. He asked Mohammed to break up the crowd to prevent it from resulting in a fight. He repeated the suggestion several times. Each time Mohammed ignored the policeman and went on talking. During all this time the crowd was pressing closer around Lieutenant Collins and the speaker. The muscular man began urging the men near him to "get that Black." Finally, Collins told Mohammed he'd have to arrest him for his own safety. He ordered him to get down from the box.

He got off the box. But as Collins took him through the crowd to the squad car, he shouted, "What's happening to free speech in this country? I've got a right to say what I think even if the big-wigs don't like it. I've got a right to talk even if some bigots standing around here want me to shut up."

Mohammed was tried and convicted of disorderly conduct and sentenced to thirty days in the county jail. He appealed the conviction. He said it took away his rights under the First Amendment and Fourteenth Amendments of the American Constitution.

In order to answer the following questions, you should know that the Supreme Court has used the following guidelines to judge cases involving Freedom of Speech and Press: (Go over these with your teacher if you have trouble understanding them.)

1. Clear and Present Danger -- No one has the right to express himself in such a way that the security of other people, their property, or the community is directly or physically threatened.

2. Slander or Libel -- No one has the right to injure the reputation of another through a false or malicious report. A person who commits slander (spoken) or libel (written) can be sued or punished.

3. Morality -- No one has the right to urge others to commit illegal acts.

Using the above standards, answer the following questions:

1. Should Mohammed have been arrested? Give reasons for your answer.

2. What would you decide if you were on the court? Was Mohammed denied his right to free speech? Why or why not?

Discuss your answers with your teacher and/or your classmates.

Case Study 2:

THE MAGAZINE AND THE CANDIDATE

During the presidential election of 1964, Senator Barry Goldwater was the candidate for the Republican Party. He was running against President Lyndon Johnson.

Johnson, who was a Democrat, and Goldwater were waging a very active campaign. Each, however, was making attacks on his opponent's personality instead of just the issues. Goldwater was labeled a man who "shoots from the hip" by Johnson. Johnson meant by this that Goldwater never thought before he acted. This, he said, would be dangerous in a President. Goldwater came back to say that Johnson was power hungry. Also, that Johnson wanted to enslave the American people.

In this climate of personal attacks, people began to take sides. One person who did was a man named Ralph Ginsberg. He published a magazine which had the title of Fact Magazine. Just before the election he published an article which seemed to attack Goldwater.

In the article, 24 leading psychiatrists in the country sent in their answers to the following questions. First, did they think that Barry Goldwater was mentally unbalanced? Secondly, what made them think that way? And finally, would they vote for him?

The answers were almost overwhelmingly against Goldwater. A little over 60% of the psychiatrists said that they thought that Goldwater was mentally unbalanced.

Goldwater was very upset about this article. He said that many things are said about public officials that are not true. But usually they are from honest mistakes. This, he felt, was a deliberate attempt to destroy his reputation. He brought suit against Ginsberg. Ginsberg answered that he was protected by the right of Freedom of the Press.

Using the same standards as in the other case study, answer the following questions:

1. Should the magazine have printed this article? Give reasons for your answer.

2. What would you have decided if you were on the court? Should Ginsberg be allowed to print such an article? Was he protected by the right of freedom of speech? Give reasons for your answer.

Discuss your answers with your teacher and/or your classmates.

Here are some other things that you can do if you want to learn more about this topic:

1. Find some books which are about freedom of expression. The books mentioned in Lesson One contain many different thoughts and ideas and cases about freedom of expression. There are other books which are also about the same subject. You can find some of these in the local library.

2. Read your local newspaper and magazines and cut out articles about freedom of expression -- freedom of speech, press, and other ways of speaking and writing. Put them up on your bulletin board. Listen to the news on radio and television for other stories about freedom of expression and write a report on these.

3. LEGAL FREEDOMS SUCH AS DUE PROCESS PROTECT INDIVIDUAL CITIZENS

This is the main thing you should learn: Due Process rights protect people in legal matters and also against illegal searches and seizures by the authorities.

These are the things that you should be able to do when you have finished this lesson:

1. Understand the legal rights given to individuals by the Fifth Amendment.
2. Understand the privacy rights given to individuals by the Fouth Amendment.
3. Make a decision and give your reasons as if you were the judge in the cases described.

This is the information you need:

Due process is an important term in the history of our country. It refers to fair and proper ways used in figuring out whether a person is innocent or guilty of a crime. It means using fair ways in collecting evidence. It means deciding carefully when it is all right to enter a person's home or property.

In legal matters this due process guarantee includes protection against a secret trial. There also cannot be unreasonable actions by the government. In order to have due process a person must be shown fair play by the government. This includes such things as the right to have a lawyer. It includes the right to see accusers and to cross examine them in court. It means being allowed to have witness to support his side of the story. And it means a person is protected against saying anything against his will that would prove him guilty of a crime.

All of these rights are found in the Fifth Amendment of the Constitution. This was one of the original Bill of Rights Amendments. It was put into the Constitution in 1791. It says: "No person shall... be deprived of life, liberty, or property without due process of law."

Privacy rights are explained in the Fourth Amendment to the Constitution. There it says that a man is legally protected against unjustified invasions of his property by the government. This includes the police. Only when the police go to court to show that there is a good reason to invade somebody's property can the police go in. The police must show that there are good reasons. Then the court will give the police a search warrant. This says that they can invade someone's property with reason.

Only when a specific warrant is issued or under very special times can Americans be searched "in their persons, houses, papers and effects (belongings)." Sometimes the police or other law enforcement groups collect evidence in a crime without getting warrants. Or they invade your property without reason. Then the Supreme Court has decided that the evidence cannot be held against someone accused of a crime.

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper.

1. In your own words, tell what due process means.
2. What kinds of rights are found in the Fifth Amendment to the Constitution?
3. When can the government have the right to invade your house?
4. What is a search warrant? Why is it important?

Case Study 1:

Directions: Read the following case studies and answer the questions at the end.

## RIGHTS OF AN ACCUSED JUVENILE: GERALD GAULT

History: During the 1890's, some people were trying to look out for the welfare of children accused of a crime. They did not want them to have to be with hardened adult criminals. They had created a separate juvenile court to deal only with children. They hoped that such a court would be a very pleasant place to come. They also hoped that the judge and other court officials would be kind and sympathetic. They wanted them to act as a parent would act towards a child who had done something wrong. In order to have this, they did away with lawyers to attack and defend the accused. Instead, they left it up to the judge to find out what happened and why. Then the judge would decide on a treatment, rather than a punishment, to help the child.

Case: On June 8, 1964, a fifteen year old Arizona boy, Gerald Gault, and a friend were taken into custody. They were accused of making an obscene telephone call to a neighbor. Gerald was already on probation for six months. He had been with a boy who had stolen a woman's wallet.

When Gerald was picked up, his parents were both at work. They were not told about what was going on. Gerald was questioned about the phone call. He was not allowed to have a lawyer there. Mrs. Cook, the woman who was called, was not there to accuse him. No one was sworn in. No record was kept of what was being said. He said at the hearing that he had merely dialed the phone and handed it over to his friend.

A week later, Gerald and his parents showed up for a formal hearing. Mrs. Cook was still not there and Gerald denied making the lewd remarks. The judge committed Gerald to a correctional institution for six years for something an adult could be sentenced to no more than two months in prison.

Mr. and Mrs. Gault appealed this case on the grounds that he had not been given due process of law.

In order to answer the following questions, you should know that historically, the Supreme Court has used the following guidelines to judge cases involving Legal Due Process:

1. Right to previous notice of charges.

2. Right to have a lawyer.

3. Right to confront and cross examine witnesses.

4. Right to have a transcript made of what goes on in a hearing.

Using the above standards, answer the following questions:

1. What would you decide if you were on the court hearing Gerald's case? Give reasons for your answer.

Discuss your answer with your teacher and/or your classmates.

Case Study 2:

THE MAPP CASE

On May 17, 1957, three Cleveland police officers arrived at the home of Miss Dollree Mapp. They had information that a person wanted for questioning about a recent bombing was hiding there. She telephoned her lawyer. Miss Mapp refused to admit the police officers without a search warrant.

Three hours later, the police forced their way into the house. Once inside, an officer flashed what he said was a warrant. When Miss Mapp grabbed it, a scuffle started. The police got back the piece of paper. It was never proven to have been a search warrant.

In handcuffs, Miss Mapp was taken upstairs. The policemen then searched the house. They found a trunk that contained obscene pictures and books. Miss Mapp claimed that these belonged to a previous tenant.

Miss Mapp was convicted of possessing obscene materials. She was sentenced to 1 to 7 years in prison. Her case was appealed to the Supreme Court. She claimed that she had been deprived of due process of law. She claimed that her privacy had been invaded.

In order to answer the following questions, you should know that historically, the Supreme Court has used the following guidelines to judge cases involving Property Due Process:

1. No one can enter your home without your permission unless he has a search warrant.

2. Warrants can only be issued after it is shown that there is a probability of a crime having been committed.

3. Warrants have to specifically describe the place to be searched and the person or things to be seized beforehand.

Using the above standards, answer the following question:

1. What would you have decided if you were on the court hearing Miss Mapp's appeal? Give reasons for your answer.

Discuss your answer with your teacher and/or your classmates.

Here are some other things you can do if you want to learn more about this topic:

1. Visit or learn about Juvenile Court in Philadelphia. Find out what a juvenile's rights are today, and write a report on it. Ask your teacher to help you with this if you have trouble.

2. Find a book which explains in more detail the ideas of due process of law. The books mentioned in Lesson 1 have some information about this topic. There is also a book called Gideon, by Anthony Lewis, which explains how a poor man in the state of Florida had his case heard by the Supreme Court because of the due process of law idea. See if you can read this book.

3. Read the local newspaper to find some articles which involve due process of law. Look at some magazines also. Listen to the news on radio and television for news stories about due process of law. Write down what you find out and show it to your teacher. Put articles you find on the bulletin board for others to see.

## 4. MINORITY GROUPS HAVE FOUGHT FOR MANY OF THE FREEDOMS FOUND IN THE CONSTITUTION

This is the main thing that you should learn: Minority groups such as Blacks have had to fight to get such important freedoms as equal protection of the law and the right to assemble and petition.

These are the things that you should be able to do when you have finished this lesson:

1. Understand the special problems of minority groups in not being given their Constitutional rights.
2. Recognize the techniques used to achieve those rights -- petitioning, assembling, bringing suit in court.
3. Understand the arguments used by minority groups to gain their rights.

Here is the information you need:

Citizens have the right to assemble (get together) or move about freely. This means that they can hold meetings. They can also march, stand, or sit in groups in public and in private places. People often show their concern over some issue by meeting in a group. They often demonstrate for or against some policy. One thing has to be kept in mind, though. The meeting must remain peaceful and not encourage disorder, incite a riot, or violate the rights of others.

This right has been used frequently by many minority groups. The Civil Rights marches and meetings helped to change the segregation laws. This could not have happened if it were not for this right guaranteed by the Constitution. Many people with unpopular views can meet with others and speak and say what they want because of this right.

Another amendment, the 14th amendment, has what is called the "equal protection" clause. This provides that governments should pass laws which treat Americans as much alike as possible. They should ignore as much as possible things such as race, religion, or how much money a person has. This right was the basis of many Supreme Court decisions in segregation cases. The court said that segregation laws were really designed to treat the black and white people differently. They helped treat the blacks as inferiors. So the court decided that these laws were unjust.

Throughout the history of the United States, minority groups have tried to change laws on the basis of the Bill of Rights. Many of the Amish people live in Pennsylvania. They believe that their children should not go to public schools with other children. They base their case on their right to freedom of religion. Minority groups have been allowed to say what they think because of freedom of speech. These rights are not only important for all Americans, but they are especially important for Americans from minoirty groups.

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper.

1. What are some of the rights that have been important to minority groups in America.

2. What have these rights allowed minority groups to do? Give specific examples.

Case Study 1:

Directions: Read the following case studies and answer the questions.

FREEDOM OF ASSEMBLY AND PETITION

THE MARCHERS WERE WARNED: DISPERSE OR BE ARRESTED!*

DOWN WITH SEGREGATION - I AM PROUD TO BE A NEGRO -
Signs like these swayed over the heads of the marchers at South Carolina's State House.

The 187 Negro demonstrators, most of them high school and college students, had gathered on the morning of March 2, 1961, at a downtown church in Columbia, S.C. About noon, they had broken into groups of about 15. They had gone through the streets to regroup at the Capitol grounds.

Their march began in a parklike area. It was about two city blocks in size. It was open to the general public.

Police were alerted to the demonstration as soon as it began. They sent 30 officers to the scene. Onlookers began to gather as the sign-carrying demonstrators marched silently. The march had gone on for 30 minutes. More than 200 persons were in the watching crowd. They were quiet. But the Columbia City Manager thought he recognized some "possible troublemakers" among them.

Police officials discussed the situation with the City Manager. Then they informed the demonstrators that they would be arrested if they did not leave in 15 minutes.

The demonstrators instead began to sing "The Star-Spangled Banner." They listened to a speech by one of their leaders. They stamped their feet. They clapped their hands to the rhythm of a hymn, "I Shall Not Be Moved."

At the end of the 15 minutes they were all arrested on charges of breach of the peace. All 187 were fined, in amounts ranging from $5 to $100. They were given jail sentences of from five to 30 days. South

* Taken from: Liberty Under Law: Case Studies of the Basic Principles of the Bill of Rights (Middletown, Connecticut: American Education Publications, 1968).

Carolina courts upheld the view that they were disturbing the public peace by inciting to violence.

Appeals in the case reached the Supreme Court early in 1963.

The demonstrators maintained that they were simply exercising their constitutional rights. They could assemble and protest discriminatory state laws which were offensive to them. They said that no disorder was in their demonstration or in the onlooking crowd. Even if violence had begun, they said the police force on hand was "ample" to handle it.

City officials argued that they had tried to take a wise preventive measure. The demonstration, they said, was the sort of thing which might bring "spontaneous combustion" in a Southern city. They said that the time limit they set might have prevented a "major problem."

Should the Supreme Court have upheld the city officials or wiped out the convictions of the demonstrators?

In order to answer the following questions, you should know that, historically, the Supreme Court has used the following guidelines to judge cases involving Freedom of Assembly and Petition:

1. The meeting should be peaceable and not incite a riot.
2. The meeting should not deprive other citizens of their rights.
3. The petitioning should be done in good faith.

Using the above standards, answer the following questions:

1. What would you have decided if you were on the court? Should the demonstrators have been fined for disturbing the peace? Give reasons for your answer.

2. Suppose the marchers had tried to block an entrance to a store or to a train station. What would you have decided then? Would your decision be the same or different? Give reasons for your answer.

Discuss your answers with your teacher and/or your classmates.

Case Study 2

EQUAL PROTECTION OF THE LAWS

A POPULAR VOTE SLAMMED THE SCHOOL DOORS SHUT

DOES EVERY American child have the right to a public education - no matter what the majority of voters in one community may decide?

That question loomed over a case which developed in 1961 in the Louisiana county of St. Helena.

The citizens had just voted overwhelmingly to close their public schools. Negro parents protested that the vote was a trick.

The chain of events which led to the vote began in May 1960. A federal District Court acted in accordance with the Supreme Court's 1954 school desegregation decision. He ordered the St. Helena Parish School Board to stop racial segregation in the schools.

The U.S. Court of Appeals supported the District Court order in 1961.

At the same time, however, the Louisiana Legislature began a special session. The legislators passed a set of school laws "for the preservation and protection of state rights."

One of these laws gave citizens the legal right to close their public schools, if they chose. The law also permitted the sale or rental of the schools by the School Board.

St. Helena voters went to the polls in April 1961 to exercise this choice. They voted to close the schools.

Negro parents complained. They said that the closing of the public schools was to escape the desegregation order. They took their arguments to a special court of three federal judges.

The rule allowing the county to close the schools made it possible for the public schools to become segregated private schools with little other change. They said that the private schools would continue to operate in the same buildings with the same staff. The School Board, they said, provided students with lunches, transportation, and tuition payments. This was given with state help.

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*Taken from: Liberty Under Law: Case Studies of the Basic Principles of the Bill of Rights (Middletown, Connecticut: American Education Publications, 1968).

This, they argued, violated the 14th Amendment -- which guarantees "equal protection of the laws" to all persons -- in two ways. First, it continued to keep students segregated. Second, it denied public schools to both white and Negro students in St. Helena. But the state continued to support public schools in other parts of Louisiana.

State officials argued that the law denied public schools to no community. The citizens had voted for it at the polls.

They pointed out again that education is not directly mentioned in the Constitution. Control of schools is thus "reserved to the states."

Should Louisiana have been allowed to keep on giving people power to close their public schools? Or should the judges have found the plan an abuse of "equal protection of the laws?"

In order to answer the following questions, you should know that historically, the Supreme Court has used the following guidelines to judge cases involving Equal Protection of the laws:

1. Separate but equal facilities were in fact not equal.
2. Segregation was not to be allowed.
3. Race was not to be used as a basis for not allowing people to be with others.

Using the above standards, answer the following questions:

1. What would you have decided if you were on the court? Should the schools have been forced to stay open? Give reasons for your answer.

2. Do you think that if private schools should not have been allowed, that all private schools should not be allowed? Why or why not? Give reasons for your answer.

3. If schools are segregated because people live in different neighborhoods, should the schools be forced to integrate? Which rights are involved in a decision like this? Give reasons for your answer.

Discuss your answers with your teacher and/or your classmates.

Here are some other things you can do if you want to learn more about this topic:

1. Ask your teacher for a book describing the Supreme Court case of Brown vs. Board of Education (1954) in order to learn more about equal protection of the law. Find other books which tell about minority groups and their rights also.

2. Read your newspapers and cut out for your bulletin board articles dealing with minority groups and their rights. Also listen to the news on radio and television for stories about minority groups and their rights and write a report about them.

## 5. WHAT RIGHTS DO YOU THINK SHOULD BE ADDED TO A BILL OF RIGHTS?

This is the main thing that you should learn: You, as a unique individual may feel that there are some other rights that should be included in the Bill of Rights.

These are the things that you should be able to do when you have finished this lesson:

1. Think about other rights that you feel are important.

2. Create your own bill of rights for some group that you belong to.

This is the information that you need:

Some people have suggested that as American citizens, there are certain additional rights that they feel are important. For example, they say a guaranteed annual income is important. It would make sure that everyone would be able to live comfortably. Other people seem to suggest that an annual income is a little bit too extreme. But they agree that a guaranteed annual health care should be a right for everyone. Under such a plan there would be no need to pay directly for such services. Therefore, things would be much more equal. Others, however, taking an opposite stance, stress the need for anyone inheriting money from his family be allowed to keep money without having it taxed by the government. They believe people should be able to earn as much money as they can. Usually people are looking out for their own best interests even though it may or may not benefit others as well. The following activity will get you to become more aware of what your needs are and what you would like to see changed.

Activity 1

Try to write a special bill of rights for the people living in the UCEC area. On the following page try to list 5 to 10 special rights that are not included in the Bill of Rights but that you think would benefit them. After each right give reasons why you think this right would be important and why you feel the way you do.

## SPECIAL BILL OF RIGHTS FOR PEOPLE IN UCEC NEIGHBORHOOD

Right #1:

Reasons:

Right #2:

Reasons:

Right #3:

Reasons:

Right #4:

Reasons:

Right #5:

Reasons:

Right #6:

Reasons:

Right #7:

Reasons:

Right #8:

Reasons:

Right #9:

Reasons:

Right #10:

Reasons:

Questions to answer on your Bill of Rights:

1. Do you think that your special rights would be good for other people to have besides the people living in the UCEC neighborhood? Which groups of people? Why? Give reasons for your answer.

2. If you had to choose between your list of rights and the Bill of Rights to the Constitution, which would you choose and why?

3. Would any of your rights come into conflict with anyone else's rights? For example, would you have to take something away from someone else for your right to work? If yes, do you think this is fair? Why or why not? Also, tell which rights are in conflict with one another.

Discuss your answers with your teacher and/or your classmates.

Here are some other things you can do if you want to learn more about this topic:

1. Read your local newspaper and cut out articles of groups asking for increased and different rights. Put these on your bulletin board.

2. Stage a debate in your class with one student asking for one special and specific right and another student asking for some contrary right. See if you can resolve your differences in some way.

3. Listen to the news on radio and watch the news on television to learn more about people asking for increased and different rights.

These are some things you can do if you are still interested...

1. Read about some of the Supreme Court justices that made some of the decisions in the cases you've read. Make a report. (Examples: Earl Warren, Warren Burger, Felix Frankfurter.)

2. Make some imaginative posters for your bulletin board that would have as a theme -- rights of an American citizen.

Final Activity

What have you learned in this unit? In the space below, write the words "I learned..." and "I realized..." and then some specific things you learned when you did this unit. You can look back at the work you did in order to do this activity, but put your answers in your own words. Be honest in your answers.

# PROTEST AND DISSENT

What this unit is about: This unit is about different kinds of protests and dissent, things people protest and dissent about, and ways to protest and dissent.

These are the main topics of the unit:

1. Dissent and protest in American life.
2. Different ways of protesting and dissenting.
3. Some examples of successful protest.
4. Some problems with protest.

This is why this unit is important to you:

Very often people have the feeling that there is little they can do to protest conditions or dissent from other people's ideas. In fact, there have been many, many people in America who have protested in many different ways about what is going on. Many of them have been successful. But it takes some courage and skill to protest successfully. It takes the ability to be patient and to think. But it is possible to change things by protesting against them.

To do this unit, you need these skills and tools:

1. You have to be able to read at a junior high level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

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Produced at: Urban Career Education Center, Career Intern Program, Philadelphia, Pa., under a grant from the National Institute of Education.
Produced by: Elliott Seif
Date: May, 1974
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# 1. DISSENT AND PROTEST IN AMERICAN LIFE

This is the main thing you should learn: Dissent and protest have always been an important part of American life. Some protests are successful; others are not. To dissent and protest requires a certain kind of attitude, many skills, and much knowledge. Dissent means to disagree with. Protest means to fight against.

These are the main things you should be able to do when you have finished this lesson:

1. Tell about some times when dissent and protest have been important in American life.
2. Begin to know some ways to dissent and protest.
3. Begin to learn about some protests that have worked and some that have not.
4. Begin to think about what you would protest against and how you would protest.

This is the information you need:

Dissent and protest are important parts of American life. The American Revolution was based on a dissent from the way the English were ruling the American colonies. They did not like paying taxes to the British. Many people at that time spoke out, or dissented, against the way they were being treated by the British government. There were also protests, such as marches, rallies, and speeches. Even illegal acts, such as throwing British tea in Boston Harbor, were committed by the colonists.

The Americans (who were at that time still under British rule) thought that it was right to break the law when the law was unjust. They protested saying that "taxation without representation is tyranny." This meant that it was wrong for the British government to tax the Americans without allowing them to be part of the government. But the British felt that the Americans were being defended by the British government and that they should pay part of that cost. In time, the Americans decided to fight for what they believed was right. They used violence to protest against the British government.

There have been many other times in American life when dissent and protest have played an important part. Workers who dissented against the way they were treated in factories formed unions and protested against factory conditions. Sometimes they "slowed down" their work in factories when they felt they were not being listened to. Sometimes they went out on strike. Dissenters and protesters complained about the way that Black people were being treated in this country. Their dissent and protests were part of the reason for the Civil War.

People are constantly dissenting about what the government does by sending letters to their Mayors, Governors, Congressmen and Senators, newspapers, and many other places. On the editorial page of the newspaper you will see columns of letters from people dissenting from the opinions of others. Protesters such as mothers, who want stop s' s or traffic lights to protect their children, make their views known. Th s often be seen on the television news. Prisoners in jails even prote s way they are treated. They refuse to eat,or riot. Recently many dissente d protesters could be seen in City Hall during the public school teachers' trike, and again during the School Board budget hearings, marching, carrying signs, and speaking out at the School Board meetings. Many Black people still protest against the way they are treated all over the country. And recently millions of Americans protested against the Vietnam War in many different ways. They protested by refusing to join the Army. They marched on Washington. They marched on college campuses, and sent letters to whoever would listen.

Not all dissenters win their battles, and not all protests work to change things. It is very rare that one person dissenting against something happening can make great changes. Usually it takes lots of people protesting in many different ways to make changes. Even then, changes may not occur. Although millions of Americans are against the way some of their fellow Americans live, the government does not provide enough money to the cities to change the ways of life for many of these Americans. Although millions of Americans would like to see more public transportation, money does not go to create modern public transportation systems. Many Americans were opposed to shipping oil from Alaska because it could harm the environment. But their protests could not stop a pipeline to ship oil from Alaska from being built.

But many protesters and dissenters do win their battles. Ralph Nader, with millions of Americans behind him, forced the government to create laws to stop polluting the air and to make cars safer. Millions of Americans joined with Blacks to change segregation laws. They helped create laws to provide money to help Blacks in ghetto areas do many things. Laws helped Blacks get loans to go to college, and vote. They helped Blacks get medical services, fight discrimination on their jobs, and, in general, live a better life. Of course, this has not helped many other Black people. Many people feel that not nearly enough has been done to change the way millions of Americans, Black and white, still live.

To dissent and protest against things requires a certain kind of attitude. You have to believe that it is possible for people who dissent and protest to make changes. Millions of Americans believe that it is impossible to make changes that will affect their lives. Yet the evidence is that many protesters and dissenters are able to make changes which affect their lives. Another thing is that you have to be willing to accept failure to make changes and to keep trying. The best protesters and dissenters are those who do not get discouraged easily and keep trying to make changes. A dissenter or protester has to get the support of as many people as possible. It is more likely that an organized group can make changes than just one or two people.

Also, a dissenter or protester needs to think a lot about how to protest

and dissent. He or she has to plan ways to change things. He or she has to be willing to spend time to try to organize things for change. Letter writing campaigns, marches, protests, picketing, boycotts, sit-ins and other means take time and energy. When protests are put on television and radio, people will understand what needs to be changed and will help to change it.

Another thing is to try to win over as many people to your side as possible. That is one of the problems with using violence as a means of protest. Violence gets attention, but many people become opposed to the thing that needs changing. Then the change may never come about.

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper.

1. "Dissent and protest are important parts of American life." List some times when protest and dissent have played an important part in American life.

2. There are many ways that people protest and dissent in America. Make a list of an many ways as you can find. List which people have used these ways.

3. Sometimes protests work, and sometimes protests do not. Name some protests that have been successful, and some that have not.

4. What are some things that a protester should know in order to be more sure of success?

Activity 1

Below are listed a number of situations that people might face. For each situation, tell whether you would protest against that situation, what you think you might do, and why you would protest.

1. A number of accidents have occurred at a street corner near your house. The latest accident killed a young child.

   Would you protest? (Circle one) Yes No
   Why or why not?

   If yes, how would you protest?

2. You have witnessed a policeman arrest a Black man on the street. You know this man is somehow connected to the drug market, and may be a pusher. You see the policeman drag the man to a waiting patrol car and take a few swipes at him with his stick. Later you read in the papers that the man was accused of resisting arrest and if convicted will go to jail.

Would you protest? (Circle one) Yes No
Why or why not?

If yes, how would you protest?

3. You are constantly annoyed at the poor bus and train service in the city, because it takes so long for you to get around.

Would you protest? (Circle one) Yes No
Why or why not?

If yes, how would you protest?

4. You have found out that a number of people that you know have recently been turned down for jobs, or have been fired. You do not know for sure, but you suspect the cause is racial discrimination.

Would you protest? (Circle one) Yes No
Why or why not?

If yes, how would you protest?

5. You are very concerned at the number of Black people who are being killed because of gang violence. Each year the number keeps increasing, and there doesn't seem to be much done about it.

   Would you protest? (Circle one) Yes No
   Why or why not?

   If yes, how would you protest?

Activity 2

Many people have different ideas on what to protest against. What to some people are unjust things, to others may be very just. Some people believe, for example, that oil is needed in this country and that it is all right to risk spoiling the environment for the oil from Alaska. Other people feel it's wrong. Some people feel that if gangs cause the violence the local people must take care of it themselves. Others feel it is the fault of the government for not doing enough to stop gang violence.

In the space below list as many things as you can think of to protest against. Then, for each thing, list against whom your protest would be directed, that is who you think can do something about what is wrong. Then give reasons why you protest against this thing.

Example:

Thing to protest against:
Many accidents on the street corner

The protest would be against the city government, and the traffic bureau.

People could get killed if something isn't done to change the situation.

(Use the back if you need more room. Discuss your answers with your teacher and/or your classmates.)

Here are some other things you can do if you want to learn more about this topic:

1. Look at some American history books in your library to find out about different protesters and dissenters in the past.

2. Read some newspapers, such as the Bulletin, Inquirer, Daily News, Tribune, and other local newspapers to see what things people are protesting against today. Make a list of these protests. If you find different points of view about the protests, write these down also. Also, look on the editorial page to see letters sent in from readers and what they are complaining about.

3. Watch the news on television, or listen to the news on the radio, to see what things people are protesting against. Make a list of these things and write down why people are protesting against them.

## 2. DIFFERENT WAYS OF PROTESTING AND DISSENTING

This is the main thing you should learn: There are many different ways to protest and dissent.

These are the things you should be able to do when you have finished this lesson:

1. Tell what the major ways to protest and dissent are.
2. Tell which methods of protest you would use in different protest situations.

This is the information you will need:

There are many different ways of protesting and dissenting against wrongs and injustices. In this lesson we will suggest a few of the more important ones.

### 1. "Speaking Out"

One way often used to protest and dissent against wrongs is through the written and spoken word. Many people believe that letter writing is not a very good way of making changes. But many letters with the same point of view seems to have an effect on government representatives. It has been said that so many people write to their Congressmen against gun control that a good gun control law has never been passed. Many other changes probably never occur because so few people write to their Congressmen about them. Of course, one of the problems is also that people who write have different views. One side may balance another side in the letters written.

There are other ways of "speaking out." Two are making telephone calls or organizing a group to discuss the problems. Others are speaking in public places so that many people can hear, and writing to newspapers, or even writing your own newspaper. These are all ways of speaking out and making your views known. Sometimes people will get petitions together by collecting the signatures of many people in order to protest something they think is wrong. Speaking out is most effective when other people also speak out. Then many people listen and try to do something about the problem.

### 2. Picketing

Some people will decide to protest by picketing in front of an organization or person's home. During a recent public school strike by teachers, some people picketed the homes of the School Board members. They demanded that they find more money for the schools to pay for higher teachers' salaries. Sometimes pickets can be found in front of a landlord's home if he has refused to fix up the property he owns.

Unions usually picket a place of business when they are out on strike. Pickets will usually march around in front of the place they are picketing. They will carry large signs telling what they think the person or group of people has done wrong. A sign might read "We want our house fixed, not promises!" or "School Boards Should Support Our Children With More Money!" The slogans are catchy. They are as much designed for the person who has done what is considered a wrong as for neighbors, friends, and radio and televi-

sion. The bad publicity can sometimes embarrass the person enough to correct what he has done wrong.

3. Voting and Other Political Means

Voting can be an important means for protest and change. When people in power know that the people out there can vote against them, they often will act differently. The Voting Rights Bill of 1965 was an important act. It allowed many more Black people who had not voted before to register to vote. Many more Black government officials have been elected to office, and many more Black people have voted. Getting out the vote and campaigning to have people register to vote can be important for change.

Also important is becoming involved in politics. Many young people recently became involved in the Democratic party politics. They changed the way people were selected to pick Presidents. This had an important effect on the nomination of a President. It helped George McGovern to become the Democratic party nominee. On the local level, few people actually become involved in local politics. Yet decisions about how money is to be spent and what will happen in the local community is often decided by local politicians. In Philadelphia, there are local Republican and Democratic organizations with regular meetings. The local organizations are divided into wards, with each ward having a ward leader. One way to protest and try to change things is through the local ward leader and the local party organizations.

4. Boycotts

Boycotts mean that people together decide and try to convince others not to use or buy something. A recent use of the boycott was by farm workers. They asked people all over the country not to buy lettuce grown by non-union workers. Millions of Americans did not buy lettuce. Eventually the lettuce growers allowed their workers to join unions and agreed to a higher wage for these workers.

Another recent example occurred in Philadelphia. A large maker of slacks was boycotted. He did not allow people who worked in his factory to join the union. This ended when the company and the union representing the workers reached a settlement. Also, Black people were not allowed to eat at the same counters as white people. A boycott was organized against the Woolworth Company in order to try to force them to change their policy.

Boycotts can be very effective, because they hurt in the pocketbook. But boycotts are difficult to organize and they have to be used carefully. It is possible, for example, for a boycott to backfire. If a company is boycotted because it should lower its prices, it might go out of business. Boycotts should be used when the boycotters are certain that the company can do or help do what is wanted by the group. There usually has to be an obvious wrong committed by the business for the boycotters to get what they want.

5. Sit-ins and Slow-downs

Two methods of protest used by college students and unions are sit-ins and slow-downs. The first method was used when many people wanted to change the segregation lunch counter laws in the South. They would go into a restaurant and "sit-in." They would sit at the lunch counter and try to order food. When they were refused, they would just sit there and wait until they were arrested or removed. This got a lot of national attention and soon this practice was changed. Unions sometimes would "sit-in" a factory, especially when the company tried to hire other people to take the places of union workers. They would also use "slow-downs" - they would not work as fast as they could - to force the company to make changes.

Sit-ins can be used for only some kinds of problems. It only works when the changes to be made can be made by the company.

6. Using the Courts

One way which has been used to make changes is by taking problems to a court of law. The courts have had much to do with changing segregation laws. They help allow free speech. They stop companies from doing many illegal and wrong things. They help people get fair trials and allow them to have lawyers. They help get at the truth in the Watergate situation.

There are many lawyers who spend much of their time and effort in helping people protest. There are now legal services to help people who cannot afford to hire lawyers. There is an American Civil Liberties Union organization to go to the courts when someone has had his basic rights violated. There are many other organizations which are using the courts to try to right many of the wrongs in our society. Unfortunately, the court system takes time and often cannot act on many of the problems that are in our society. There are no laws which have been violated and no basic legal rights which have been taken away.

7. Organizing Large Groups of People

Large groups of people together can form an organization. It can try to put pressure in many different ways to change wrongs and protest against wrongs. There are many organizations which have been fighting to change things for Black Americans. Many of these groups have already been able to make many changes. There are other groups which are trying to help consumers. They are trying to change the tax system so that more rich people will pay their fair share of taxes. They are trying to change the way elections are paid for, so that things will be more just in America. These groups depend on contributions and membership from many people in all walks of life. And these groups have to fight against other groups who try <u>not</u> to have things changed for the good of everyone. They try to help their own special groups, such as businessmen, farmers, doctors, lawyers, and others. This again

makes change very difficult. But people who want to change things have strong arguments and many ways to try to create change. They speak out and hire lawyers to take cases to court. They ask their members to write letters and send petitions. They use many ways to try to make changes for the good of many people.

* * * * *

One other way which is sometimes used to protest things that are wrong is with violence. This way is different from all of the others mentioned. All of the other ways are peaceful ways. Many times violence is used by people who are so angry and so frustrated by the problems they see that they think the only way to change things is by using violence. Violence is wrong because it can physically hurt so many innocent people. Violence usually does not work to create the changes asked for. First of all, it often hurts those whom it is supposed to help. When there were violent riots in the ghettos, many people's homes were destroyed. Stores that were burned down never returned, leaving the people in the ghettos even worse off than they were before. Then also, violence turns many people away from the people who are seeking help. It makes many people use force back . Often there are other ways of protesting that the people who use violence don't know about or reject because they think it can't work

Activity 1

Let's see how much you have learned from this reading. In this reading there are a number of different ways to protest something. Below are listed a number of situations where someone thinks that something is wrong. For each situation, tell which method of protest would be the most effective, the second most effective, and the third most effective, and give reasons for your answers.

Situation 1

There are a number of people on your block who have not been receiving their welfare checks on time, and are having trouble feeding their children as a result.

Protest methods: Reasons

1.

2.

3.

Situation 2

Prices in the local supermarkets seem to be higher than in other areas. You are not sure of this, but you think this is true.

Protest methods: Reasons

1.

2.

3.

Situation 3

The government has decided to take away some free medical services to people who live in your area.

Protest methods: Reasons

1.

2.

3.

Situation 4

Too many people who are arrested for crimes are kept in jail before they can have a trail. Also, many are robbing other Blacks, arrested and then come back on the streets again.

Protest methods: Reasons

1.

2

3.

Situation 5

Too few of the people in your neighborhood are trying to help deal with those who rob and steal from others.

Protest methods: Reasons

1.

2.

3.

Discuss your answers with your teacher and/or your classmates.

Activity 2

In the following activity, think of some situations that you think are wrong and are injustices; then describe some thoughts you have about the methods of protest someone might use to correct these situations and give reasons for your answers.

Discuss your answers with your teacher and/or your classmates.

Here are some other things you can do if you want to learn more about this topic:

1. Look at some American history books in your library to find out about different protests and dissenters in the past. Make a list of the different methods of protest that were used and give reasons why you think they were used. Write down whether the protests were successful or not.

2. Read some newspapers to see what things people are protesting against today. Make a list of these protests and the ways that people protested and why. Do you think that these protests will be successful or not? Why or why not?

3. Watch the news on television or on the radio to find out what are some things people are protesting against and why. Write down the different ways people are protesting.

4. Take a survey of your community to find out about what things can be protested against. Talk to many people, including churchmen, businessmen, and others. Find out which groups are doing something about the problems (include those people who have started groups to solve the problems).

## 3. SOME EXAMPLES OF SUCCESSFUL PROTEST

This is the main thing you should learn: There are many different examples of successful protests.

These are the things you should be able to do when you have finished this lesson:

1. Decide how you would have acted in the situations described in the reading.
2. Think about the causes you would protest against and the methods you would use to protest.

This is the information you need:

There have been many cases of protest where the person or group who protested have made important changes in their lives and the lives of others. Here are some examples:

A public school in a large eastern city became famous one day in 1961. The principal described the event this way:

> "The building was awful. The plaster was falling down. When it rained, there were floods in the halls. There was no way to get the school cleaned, and it was full of rats and cockroaches. I sent letters and more letters to the Board of Education and to the men in charge of this school. No answers. I'd call, but they'd tell me, 'It's not my department. I'll switch your call.' Then I would wait, and no one else would answer the phone. Some of the parents went to City Hall to show pictures of water running in the halls. Still nothing happened. The teachers and I had a number of meetings trying to figure out what to do. Finally we decided to put an ad in the newspaper. The ad looked like this:
>
> HELP! HELP! HELP!
>
> HELP US TO GET A NEW SCHOOL TO SAVE OUR CHILDREN
>
> GIVE US A BUILDING WITHOUT:
>
> 1. Rats and roaches on every floor
> 2. A leaking roof
> 3. Broken door frames
> 4. Double sessions
> 5. Refrigerator temperatures in winter and oven-like sweltering heat during spring
> 6. Broken plumbing, resulting in: Back-ups, leaks, flooded yards and corridors and lunchrooms

7. Sagging, dangerous walls
8. Overcrowding in lunchrooms and classrooms
9. Unsanitary children's toilets
10. Wasteful temporary patching of scrap-pile facilities, shoving the taxpayer's money down the drain.

OUR CHILDREN DESERVE A NEW SCHOOL NOW!

Signed: The teaching, clerical and administrative staff of Public School 119

The ad appeared on a Monday. On Thursday, a telephone call told me that the mayor of the city was coming to visit the school, along with the president of the Board of Education and many other important people from the school system.

The mayor and the others arrived. I was leading them to the auditorium when a teacher and several students yelled 'Rat!' and pointed to the corner of the room. I grabbed a broom and chased the rat. The mayor, surprised by the yelling, looked too late to see the animal as it scurried out of sight. The rat hole, however, was easy to see.

After the mayor left, I went to my office and found my boss waiting for me. He was angry. 'Why didn't you call and tell us?' he yelled. 'You're disgracing us. This should have been kept a family affair.'

'I did call and tell you,' I said, 'but no one would listen.'

He left. I knew I was in serious trouble, but the parents of the school children came to help out. After meetings, picketing, and other demonstrations, the building was finally repaired. A few years later, a brand new building was built. The people of one neighborhood in this city had made the city government do its job better."*

* * * * *

In Montgomery, Alabama, on December 1, 1955, an attractive Black seamstress, Mrs. Rosa Parks, boarded a bus while returning home from working in a department store. She was tired, and she sat down in a section reserved for Whites only, near the front of the bus. The bus driver ordered her to move back so that other White passengers could sit there. She refused, and was arrested. One of her lawyers, angered by the injustice of this affair, called many different people that he knew in the Black community in Montgomery. They decided to boycott the buses. Dr. Martin Luther King, Jr. was

* From The Americans: A History of the United States. New York: Holt, Rinehart and Winston, 1970.

one of the leaders of this idea. He was a young minister in Montgomery. There were a lot of telephone calls, a large meeting at a local church with all of the local ministers there, and leaflets given out all over Montgomery. Everyone decided to help. The Black taxi companies were all contacted to help get people to their jobs. The newspapers found out about what was happening, and helped spread the word by printing stories about the coming boycott. The main idea of the boycott was not to put the bus company out of business, but to change the law which stated that Blacks had to sit in the back of buses in the city of Montgomery.

The boycott was a definite success. Practically no Black people in Montgomery rode the buses to and from work (or at other times). But the white leaders in the city decided to fight the boycott. First, Rosa Parks was convicted and fined ten dollars. She appealed the case. Meanwhile, the city leaders agreed to meet with Black leaders to try to work out a settlement in the case. There were many meetings to continue the boycott over many months. There were arrests by the police, and even a bomb was thrown at Martin Luther King's home. But these things did not weaken the boycott, which continued. Finally, the Supreme Court declared that the bus segregation law was unconstitutional, and that people could ride the buses and sit where they wanted. The boycott protest had helped change the law and show that people could get together and protest for what they believed in for a very long time.

* * * * *

A group of people were interested in making sure that companies that produced electricity didn't kill fish and destroy the natural beauty of the land got together. They were upset by an electric company's desire to build an electric plant on the Hudson River in New York State. The fight began in 1962. The danger to the fish was that they would be sucked into the plant and be killed. The electric company said that the fish would not be sucked into the power plant. This group began investigating and found out that there was evidence to show that the fish would be sucked into the plant. They went to court, hired a lawyer, and asked the court to stop the power company from building an electric power plant on the Hudson River. They have been fighting many, many years now. While they have not succeeded in totally preventing the power company from building its plant, they have stopped it until now. The case is in the courts. These groups hope that they can finally put a stop to the power company's desire to build a power plant on the Hudson River.

* * * * *

<u>Here are some questions</u> to see if you learned the important things: Write your answers on a separate sheet of paper.

1. If you had been the principal in the first case, would you have put the ad in the newspaper? Why or why not? Why did the principal get into trouble for doing this?

2. "Mrs. Rosa Parks was a very brave woman." Do you agree or disagree with this statement? Why or why not? Do you think Martin Luther King's actions were brave? Why or why not? What would you have done to protest against the segregation law?

3. Do you think that keeping the land beautiful and the fish alive is an important cause? Why or why not? Do you think it's possible to protest against the actions of big companies and win? Why or why not?

4. What were the methods used in these three stories to protest against things that people felt were wrong? Make a list of these.

Here are some other things you can do if you want to learn more about this topic:

1. Read Chapter 16 (starting on page 432) in The Americans: A History of the United States. You can find this in your class or library.

2. Read about many Blacks who were in protests in A Probe Into Leadership: Images of Black Americans. You can find this in your class or your library.

3. If you want to read more about the Montgomery bus boycott, read Stride Toward Freedom, by Martin Luther King, Jr.

4. Try to find newspaper articles which tell about different protests which succeeded and hang them up in your room.

## 4. SOME PROBLEMS WITH PROTEST

This is the main thing you should learn: There are many protests which do not succeed for a number of reasons.

These are the things you should be able to do when you have finished this lesson:

1. Tell which protests you think will succeed or fail and why.

This is the information you need:

There are many times when protest fails in making changes. Sometimes it may be because the change cannot be made by the person who is being protested against. For example, the people may picket the Board of Education for not giving enough money to the schools. But the Board of Education in Philadelphia cannot give more money to the schools; only the City Council and the mayor can do that.

Sometimes it is because not enough people think that the changes should be made. For example, a few years ago there was a demonstration in white areas in Chicago to allow Blacks to move into them. These areas, which were composed of different ethnic groups, did not want Black people moving in. They booed the marchers, heckled them, and made it very difficult and uncomfortable for them. When the marchers left, nothing was changed. People in these areas still did not want Black people moving in. Recently, in South Philadelphia, a home was bought by a Black person. The home was destroyed by fire. Some people still did not want Black people to move into the area. There were also many white people there who were angered by the fire and tried to help the Black family. But they decided it was not worth trying to move into the neighborhood.

Many times, the courts do not support the protester's position, because the law is against them. Sometimes a person who has signed to buy a house and then wants to get out of the deal will take his case to court. He often loses because he signed the agreement of sale. Sometimes a group who is interested in protecting wildlife and nature will take their case to court and lose. They lost when they tried to prevent the oil companies from building a pipeline for oil from Alaska to the United States. The problem is that the law often has to be changed by the government before the courts can rule in favor of these groups.

Protesting and dissenting can be very lonely and difficult. A few people march or protest to change something. They are often met with indifference and even outright anger. They have to be very strong people to continue, and be very sure of the rightness of their cause. Sometimes people cannot accept the fact that so many people disagree with them. When they think that it takes so long to change things, they may use violence. But others will try [illegible] time to persuade people. They try to get more people on their side.

They try to attract attention to the wrongs they think need changing, and to act with dignity and fairness. They may march. They may have petitions signed. They may call their representatives in city hall. They may try to organize and protest in many different ways. Sometimes they may fail; sometimes they may succeed. But they keep on trying. And many times, after much struggle, they do succeed. People can make changes, but the road is sometimes long and hard.

Activity 1

Here are some examples of people and groups who tried to change things in different ways. Do you think their protest will succeed or fail? Why or why not?

1. A man is called to serve in the army during the Vietnam War. He refuses to serve, and flees to Canada in order to avoid being arrested.

   Will his protests succeed or fail (against the war)? Why?

   What will happen to him?

2. In 1965, thousands of people in the Watts section of Los Angeles rioted, burned buildings, and left the area in smoldering ruins. Thirty-five (35) people were killed and 900 injured. Property damage was estimated at $46 million. 4300 people were arrested. It was surmised that the rioting was because of resentment and protest at the way they had to live and were treated.

   Will this protest succeed or fail? Why?

   What will happen to the people living in Watts?

3. During the time of slavery, a group of people worked to set up what was called the underground railroad. This group attempted to transport

slaves from the slave South to freestates, which was a violation of the law at that time.

Will this protest succeed or fail? Why?

What will happen to the people who set up this system? To the people who become free?

4. In Deerfield, Illinois, a builder of a large development of homes decided that he was going to establish a policy that half of his homes would be sold to Blacks and half to whites. Many people protested against this policy. Some did so because they objected to forcing people to live together; others because they did not want large numbers of Black people moving into their neighborhood. Others thought this was like a quota system and that people should be free to buy homes where they liked.

Will this protest succeed or fail? Why?

What do you think of the argument that this policy should be changed because people should have the right to live with whom they want and not be forced to live with different kinds of people?

5. In 1973, a group of American Indians decided to take over a village called Wounded Knee in South Dakota. They declared it an independent Sioux nation (an American Indian tribe) at war with the American government in Washington. The government started a blockade around the village, and an uneasy peace between the American Indians and the government began.

Will this protest succeed or fail? Why?

What will happen?

Discuss your answers with your teacher and/or your classmates.

Here are some things you can do if you want to learn more about this topic:

1. See if you can find out more information about different protests that have taken place and have succeeded and failed. You can try to find out more about slavery protests, about the Deerfield, Illinois building problem, and about the Wounded Knee protest. You can try to find out about other protests. When you can, find out about recent protests and find articles on them. Put these up in your room. Discuss these with your classmates and teacher.

2. Make a list of things you think it is important to protest against today. Think about the best ways to show your protest and dissent. Discuss this with your teacher and/or your classmates.

Final Activity .

What did you learn in this unit? In the space below, start with the words, "I learned..." or "I realized..." and write down as many things as you can think of that you learned about protest and dissent. You can look back at the work you did to put down your statements, but try to put down your ideas in your own words. Be honest in your answers.

# POLITICAL PARTIES - MAKING A DIFFERENCE

What this unit is about: This unit is about the people who belong to political parties, their reasons for belonging, and the changes that political parties can make.

These are the main topics of this unit:

1. What are political parties?
2. How can political parties make changes?
3. How do political parties fit into your community?
4. How can individuals and groups affect political parties for change?

This is why this unit is important to you:

All around you are the effects of political parties. They determine the laws you obey and make decisions about taxes and services which benefit the public. If you understand how, why, and where political parties operate, then you can help to influence them when new decisions are made. In this way, you are helping political parties make a difference.

To do this unit, you need these skills and tools:

1. You need to be able to read at a junior high level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

Produced at: Urban Career Education Center, Career Intern Program, Philadelphia, Pa., under a grant from the National Institute of Education.
Produced by: Elliott Seif
Date: May, 1974
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## 1. WHAT ARE POLITICAL PARTIES?

This is the main thing you should learn: Political parties are organizations of citizens who believe that American government should run a certain way. They attempt to get certain people elected to public offices in order to have their beliefs make the changes desired by the parties.

These are the things you should be able to do when you have finished this lesson:

1. Describe what makes up a political party.
2. Tell what a political party does in order to exist.
3. Understand the history of political parties in American government.

This is the information you need:

Political parties are groups of citizens who share some beliefs. They share beliefs in the way they think government should run and serve the people. In the United States, there are two major political parties - Democrat and Republican. Anyone can belong to one of these parties by registering to vote when 18. This makes you a member of the party of your choice.

Political parties are organized to reflect the beliefs of their members in different communities. Committeepersons and ward leaders are the heads of local party organizations in Philadelphia.

Philadelphia also has a party organization. This is made up of the ward leaders. It is headed by the person they choose. This organization has an important influence on candidates for election to city offices such as mayor and district attorney.

A party organization also exists for each state. This is made up of persons from all the different areas in a state. Together these people express what they believe will serve the state best. For example, the Democratic Party state organization believes that a state income tax will help Pennsylvania. It will help to give its citizens the services they need. The Republican organization believes that other taxes, such as a sales tax, are better.

There is also a political party organization for the whole nation. Its members come from each of the fifty states. They select leaders who work full time for their party. It is often difficult for this organization to have one common belief about government. The members are from such a variety of areas. Therefore, many of the beliefs that we finally hear are the result of compromise. This occurs when the members express their ideas. They listen to others. They bargain for what they think is best. Compro-

mise can be thought of as a give-and-take process. And it really happens at every level of political party organization.

Political parties need money for many reasons. They need money in order to tell the public what their beliefs are. They do this in newspapers, magazines, on radio and TV. They need money in order to pay salaries to their leaders. They need money in order to pay for campaigns for their candidates.

Some of the money that political parties need is collected by holding affairs such as picnics and banquets. People who wish to attend these buy tickets for them. The profits will go into the political party treasury. Some of the money can come from a $1.00 donation that taxpayers can make each year when they pay their income tax. Some money can come from contributions that individuals make. Political parties are not allowed to set up businesses that could make a profit. Therefore, they are non-profit organizations.

Political party organizations go back to when American government was just starting in about 1790. Alexander Hamilton wrote about the way that different beliefs and interests must be made public. Otherwise, they could ruin our government. He thought that political party organizations would be the best way to make these beliefs and interests public. Anyone who shared them would be able to join the party that seemed to be the better choice. Hamilton believed that this would help to keep elected officials honest.

Activity 1:

In 1932, the voters of the United States believed that the nation needed a change in government. The American economy was failing. The Democratic Party was suggesting that it could help to make the changes. Read this article* about the changes that Franklin Delano Roosevelt and the Democratic Party helped to make when he was elected president.

THE NEW DEAL

Franklin Delano Roosevelt (FDR) and his fellow Democrats planned a new government program. It was called the New Deal. Here's what took place:

To help the unemployed, Congress voted money for food, clothing, and medicine. But FDR felt it was not enough just to give people relief. He felt that people needed work, not just handouts. The government began work programs for the

* From Scholastic Book Service's Yesterday, Today, and Tomorrow.

unemployed. Soon two million men were on the government payroll. They were building schools. They built roads, hospitals, libraries, and post offices all over the country. Writers, artists, musicians, and teachers were given jobs, too.

Then business began to perk up. Factories and mills opened up again. This happened because people who had jobs could afford to buy the things the factories and mills produced. Soon there were more jobs in private industry.

To help the boys of families on relief, forestry camps were set up. Unemployed boys were given healthy, outdoor work. They planted trees, built dams and bridges. They helped prevent floods and forest fires. For many, it was their only chance to eat three meals a day. One camp's newspaper thanked FDR 'for lifting us out of the slums and dying farms. . .for saving the land while saving us.' One boy wrote FDR: 'I think, and so do the other fellows, that you are one regular guy.'

Farmers also got help. They were paid by the government not to plant crops on part of their land. This cut down output and caused farm prices to rise.

To give the South a lift, The Tennessee Valley Authority was set up. It built dams and a huge electric generating system. It provided electricity for the first time to millions of people in seven states.

To help old people, the Social Security Act was passed. When workers retired at 65, they would get money each month. And unemployed workers would get money each week while they looked for jobs.

To help labor, the Wagner Act was passed. It gave government protection to the right of workers to join a union. Another act put an end to low pay for long hours of work. It set a minimum wage for certain jobs. To protect people with savings, the government insured bank savings up to $10,000.

For each of the items listed below, tell what FDR and the Democrats believed would change things for the better:

1. the unemployed

2. The South

3. labor

4. Farmers

For each of the items you just studied, write a sentence or two that tells whether you think some new change ought to be made now through the help of a political party. For each answer, tell why or why not --

I think (or I do not think) political parties should try to make a change concerning:

1. (The unemployed)

2. (the South)

3. (labor)

4. (farmers)

Discuss your answers with classmates and/or your teacher.

Activity 2:

Here is a story* about a new political party, its leader, and why it was organized:

> "I'm going to throw the crooks and bums out of City Hall. I'm going to make my city clean again. I'm going to see that New York does what it is supposed to do — serve the people. And this means all the people. No pregnant mother will go without medical care. No child will go without milk. No family will go without a roof. And I mean what I say!"
>
> It was Fiorello LaGuardia, the Little Flower, speaking. He was running for mayor of New York City in 1933. New Yorkers were still upset by a big scandal in the old Tammany (Democratic) government. They liked LaGuardia because he promised to bring back honest government. It was also the middle of the Depression. Many people were out of work and hungry. LaGuardia's promises to help poor people made him even more popular.
>
> LaGuardia had been a Republican Congressman. Now he was backed by a new reform party called the Fusion party. He was running against the powerful Tammany machine. Reporters asked LaGuardia if he could beat Tammany running on a Fusion ticket. LaGuardia shot back, 'I could beat those bums running on a laundry ticket!'

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* From Scholastic Book Services, Yesterday, Today, and Tomorrow.

The Tammany machine put up a tough fight. It was also a dirty one. Tammany hoodlums broke up Fusion meetings. Fusion posters were torn down. Fusion speakers were shouted at. City workers were told they would be fired if they helped LaGuardia's campaign.

LaGuardia and his Fusion friends fought back in their own way. They sang "Who's Afraid of the Big Bad Wolf?" (This song came from a Walt Disney cartoon movie.) Tough Gloves boxers from LaGuardia's home section battled Tammany hoodlums.

If you were a registered Democrat in New York in 1933 and could vote for either the Democratic Party or the Fusion Party, which one would you vote for? Write a short paragraph to explain your answer.

Here is a list of things that political party leaders would like to see changed in their city organizations. Number them in the order of importance that you believe they should be arranged in - 1 for the most important change, 2 for the next most important change, etc.

_____ campaign contributions

_____ selection of ward leaders

_____ fixing traffic tickets

_____ voter registration

_____ hours of day when people can vote

_____ door-to-door campaigning

Discuss your answers with classmates and/or your teacher.

Activity 3:

The following phrases are used to describe what many people believe who belong to the two major political parties. The phrases tell about the parties' major beliefs and interests:

| MANY DEMOCRATS | MANY REPUBLICANS |
|---|---|
| strong central government in Washington, D.C. | most decision-making power in the state and city governments |
| medical insurance at a fair rate for everyone | private insurance companies making their own rates |
| fight against poverty with welfare | job training for the poor |
| power to the labor unions | help to the owners of big business |
| cut down defense spending | continue defense spending |
| school bussing for racial integration in public schools | local school boards to make own decisions on how to integrate |
| more money for public schools from present taxes | fewer new programs for public schools, improvement of the old programs |

Put a check ( ✓ ) next to the phrases that you believe in. Then decide which political party you think you would belong to. In

a few sentences, tell why you choose to belong to it:

Discuss your answers with classmates and/or your teacher.

Here are some questions to see if you learned the important things: Write the answers on a separate piece of paper.

1. Name four levels of political party organizations.

2. Tell what most members of a political party have in common with each other.

3 Name three ways that political party organizations can raise money.

4. Name the spokesperson for having political parties in 1790 and describe his belief.

Here are some other things you can do if you want to learn more about this topic:

1. Survey people of voting age in your neighborhood. Find out what political party they are registered with. Divide your survey into age groups: 18-30; 31-40; 41-50; 51-60; 60 and over. See if there is more of one party than another within a certain age group.

2. Find biographies of Alexander Hamilton, James Madison, and Thomas Jefferson in the public library. You will be able to read about the ways these leaders started the idea of political parties in the United States.

3. Use the Bulletin Almanac to find the voting records of the members of City Council. By listing what the members voted for and what they voted against, you will be able to tell what each political party organization in the city believes in.

## 2. HOW CAN POLITICAL PARTIES MAKE CHANGES?

This is the main thing you should learn: The decisions that political parties make about laws for the city, state, and nation are the result of a democratic process. This means that every citizen of the United States of voting age can help to determine what the laws will be.

These are the things you should be able to do when you have finished this lesson:

1. Understand the meaning of the term, democratic process.
2. Describe the way a political party can create a change by helping to make a new law.

This is the information you need:

Political party organizations in the city, state, and nation can all make changes. These changes are usually in the nature of a new law that one party or another helps to pass. It can be passed either in the city council, the state legislature, or the United States Congress.

What usually happens when change occurs is compromise. Compromise means that the two sides either meet each other halfway, or they agree that one of the sides will get its way this time -- and the other, next time. When compromise occurs between political parties, it is part of the democratic process.

The democratic process occurs when either individuals or groups see the need for a change. Let's say that a political party agrees that the need for change is necessary. Then compromise begins with the other party. Eventually, a new law may be passed which deals with the need.

Civil rights laws are examples of the democratic process. Many people knew that there was a need for change. They knew that segregation was wrong. They knew that laws to stop segregation were necessary. For instance, Martin Luther King led many people in demonstrations to show that change was needed.

The political parties in the United States Congress saw that there was this need for change. They began to make compromises about civil rights laws. The democratic process resulted in laws that put an end to segregation. These civil rights laws reflect mostly the ideas of the majority. But since they are partly compromise, the laws also have some of the ideas of the minority.

We can change, and have changed, almost everything. Except we do not change the rules by which we decide which changes to make in passing laws. Almost all laws are passed by majority vote. This

means that the rules for the democratic process will stay the same. The laws that are results will probably always be new and different, however, as the will of the majority continues to change. For example, few people used to believe that there should be medical care for older people. But by around 1965, most of the people thought it was necessary. Now, neither of the two major political parties would think of changing it. Medicare for older people is law.

The Constitution of the United States outlines the rules that political parties follow when they try to make changes. These rules stay the same and are the rules for the democratic process.

Activity 1:

Read the following article* about poor people in America. When you finish reading it, you will see a list of some needed changes that the article mentions. Number these changes in the order of importance that you believe they should be made in the democratic process.

COUNTRY POVERTY

The old-looking man sits on his sagging front porch. He is too tired to brush away the flies that buzz around his head. He has no job. He is not tired from working. He is tired because he has not had anything to eat since yesterday. The lines on his face were not put there by age. He is only 32 years old. This young man looks old because he is worried about how to feed his family.

Inside his two-room shack, the walls are papered with old newspapers. There is no running water. There is no refrigerator. There is no toilet, or electricity in this little house. The man's wife bends over a pot of cornmeal and water. A nearly empty sack of cornmeal slumps on the floor beside the woman. It is the only food in the house. There is no money to buy more.

The couple's baby is asleep on the porch in a cardboard box. Two older children are playing in a mud puddle. Neither of them owns a pair of shoes. Both children have sores on their legs. The sores are caused by a lack of good food.

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* From Scholastic Book Services' Yesterday, Today, Tomorrow.

In the late 1960's, most Americans said that things like that did not happen in the U.S. But government workers found that there are more than 29 million poor people in the U.S. And some of the very poor people live just like the people in our story. Some Americans are starving to death while most people are living in comfort.

Eleven million poor people live in rural areas - out in the country. For them life often seems like a long, cold road to nowhere.

Who are these people? Some of them are Spanish-Americans or Mexican migrant farm workers. They move from place to place to harvest various kinds of crops. Some of the poorest people are American Indians who live on reservations. Many rural poor people are members of other minority groups - Afro-Americans and Eskimos, for example. But most rural poor are whites.

There are two parts of the U.S. in which rural poverty is really bad. One of these is Appalachia, the mountainous parts of 12 states that stretch from New York to Alabama. The other is in the South - especially the "Black Belt" area near the Mississippi Delta. The Black Belt gets its name partly because of the rich dark soil of the Delta and partly because of the black Americans who live there.

Most of the poor people in the Black Belt are Negroes. Most of those in Appalachia are white. Both places have few jobs for poor, uneducated people.

Jobs are scarce in the Black Belt. Cotton and other crops that grow there are now weeded and picked by machine instead of by hand. There are not as many farm jobs as there once were. Many of the people who live there have done only 'stoop labor.' They don't know how to do factory work. Besides, there are not many factories in the Black Belt.

Unemployment in Appalachia is also caused by machines that now do work people used to do - both on farms and in coal mines. The land is poor, too.

In both places, poor people lack medical and dental care. But these people often need both because they lack the food, clothing, and indoor plumbing to keep healthy.

Many children in poor rural areas are often too sick and weak from lack of food to go to school. If they do go, they are too hungry to pay close attention to their teachers. The children of the rural poor are lucky if they get through the seventh grade.

What's being done to help these poor people? The U.S. government has two programs for giving food to the poor.

One program gives surplus food free to poor people. Surplus foods are rice, grits, or flour. Many poor people eat nothing but these foods. They never have enough fresh meat, green vegetables, eggs, or fruit. Without meat, eggs, and fruit, the bodies of children won't grow straight and healthy. Some scientists say that their minds will not grow, either, if they don't have good food.

The U.S. government also has a plan for food stamps. Poor people can buy special stamps for $2 per person a month. Then the stamps can be exchanged for food costing more than what the stamps originally cost. But many of the rural poor don't have enough money to buy the stamps.

These food plans may help, but they don't work to get families out of poverty. Many people think more should be done to get businesses to move factories to poor areas so they could give jobs to unemployed workers.

Can rural poor people help themselves? Many are trying. They have set up businesses and schools for job training. But self-help isn't enough. Until some real changes are made in rural America, more than 11 million people will continue to lead hopeless lives.

Changes that political parties should be making in <u>my</u> order of importance:

_____ decent housing for people everywhere

_____ child-care centers

_____ food stamps for fresh meat, vegetables, and milk

_____ job-training for farm workers

_____ medical and dental care

_____ national welfare services for rural poor people

_____ aid to businesses to move to poor areas

In the space below, write a short letter to either the Democratic or the Republican Party representatives telling why you think it should take action about the need that you ranked number one on your list. Write your letter to a Senator from your state or

your Congressman. (You can find out who this is from your teacher.) If you can mail it, you will probably get an answer to your letter.

Discuss your answers with classmates and/or your teacher.

Activity 2:

Here is part of a newspaper article about some changes in a public education law that are being considered in the United States Senate:

> "The Senate has passed 81 to 5 a $24 billion education bill...
>
> ...Extended by the bill would be the program of aid for handicapped children, with sharply increased funds, and the adult education program.
>
> A new national reading program would also be set up..."

What are the three program changes that the article mentions:

1. _____

2. _____

3. _____

Which program change do you think is the most important? Why?

I think _____

_____

_____

_____

_____

Make a list of the important things you would like to see the government support in a federal aid to education program. List what you think is the most important thing first, the second most important thing next, and so on. Remember to consider the needs of all Americans, not just one particular group. Remember also, that the local schools are mostly funded by real estate taxes and local school districts. Also remember that people in suburbs feel that they pay very high taxes. And people in the city feel that their schools need more money because of the city's problems.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Discuss your answers with your teacher and/or your classmates. If you all agree that certain things are important, then write a letter to your congressman telling him how you feel.

Here are some questions to see if you learned the important things: Write the answers on a separate piece of paper.

1. What happens when two political parties make a compromise?

2. What is one example of the democratic process?

3. Where are the rules for the democratic process stated?

4. What part of the democratic process always stays the same?

Here are some other things you can do if you want to learn more about this topic:

1. Watch the news at 6:30 PM on Channel 3 or 7:00 PM on Channel 10 for five week-nights in a row, Monday through Friday. Make a list of all the changes you hear about that the Democratic party members are trying to make and all the changes the Republican party members are trying to make. Which changes sound the same? Which changes sound different? Where do you think the two political parties will compromise?

2. Read either the Philadelphia Inquirer or the Philadelphia Bulletin for five days in a row. Cut out articles about changes that political party members are trying to make. Arrange them in a scrapbook in three sections: (1) changes in the city of Philadelphia, (2) changes in the state of Pennsylvania, and (3) changes for all the United States.

## 3. HOW DO POLITICAL PARTIES FIT INTO YOUR COMMUNITY?

This is the main thing you should learn: The basis of political parties is the community organization. This is where the beliefs begin, and where the idea of compromise begins. Also, here is where all the members of a community have the chance to become really involved in politics (the thinking, planning, and working of a political party.)

These are the things you should be able to do when you have finished this lesson:

1. Identify the different political parties in your community.
2. Name the community leaders of the political parties.
3. State the main beliefs of the political parties in your community.

This is the information you need:

The term "grass roots level" refers to people in political parties in the community. Grass roots political parties are local organizations. They are formed and lead by members of the community. They reflect the beliefs of these community members.

The beliefs of these local political party organizations are known as policy. They are stated by leaders in speeches and newsletters. Policy means the kind of action that the community's party would like to see taken by the city, state, and nation.

The community party is made up of all the members who have registered for one party. Usually, there is one major community party. Not all of the members are always active in helping to form policy.

Community parties form policy when the active members and leaders see a need for change. For instance, suppose traffic accidents occur frequently at a corner. The corner does not have a traffic light. The community party might request that a light be installed. This request can come after many of the community members make demands for a light. The party might then send out a petition for the community members to sign. Then it might send the petition to City Council. Then the Streets Department might install the light.

Active members of the community party are workers and committeepersons. Party workers are people who share the beliefs of their grass roots organization. They want the beliefs to be turned into policy. Other active members are committeepersons. They are either selected by the community leader, called a ward leader. Or they are elected by the community party members. They have meetings, usually one evening a week, to help make policy. The

ward leader is elected by the community party members.

During election time, the community party organization is very busy getting out the vote. This means that the party workers are calling other party members on the phone. They are knocking on their doors. They are sending out newsletters reminding the other members that an election is being held soon. They are telling them about community party policy. Sometimes, workers will baby-sit and offer rides to the voting places (called polls) to help get out the vote.

Community parties are made up of familiar persons. They share beliefs and make policy that is popular with many people in the community. They help to make changes that the community members like. Political parties fit into the community.

Activity 1:

Here is a list of problems that various communities, including your own, are dealing with. How would you like your community party organizations to deal with these problems? Rank the problems in the order that you would like your community organizations to place them on their own lists of policy. Imagine that these lists of policy were going to be taken to City Council. They will be voted on for changes that would affect your community. Number 1 would be the most important policy change your community organization could make, number 2 the next most important, etc.

I think the order of importance for change that my community organization could make should be:

_____ legalize marijuana

_____ lower the drinking age to 18

_____ make prostitution legal

_____ clean the streets twice a week

_____ forbid the owning of guns

_____ set up more SEPTA bus routes

_____ tear down houses that are fire hazards

_____ build modern playgrounds

_____ air condition the public schools

_____ repave the roads

_____ cut down on the waiting time at public health clinics

_____ limit the number of bars to 1 for every four blocks

From the list of problems, take the five that you want to see your community party to change the <u>least</u> (you numbered these 12, 11, 10, 9, and 8). Tell why you don't want to see these issues changed.

I do not want my community party organization to change the following issues:

12.

11.

10.

9.

8.

From the same list of problems, take the five that you want your

community party to change the most (you numbered these 1, 2, 3, 4, and 5). Tell why you do want to see these changes.

I want my community party organization to change the following:

1.

2.

3.

4.

5.

Discuss your answers with classmates and/or your teacher.

Activity 2:

Imagine that all of the people on your block want to shut down a corner bar. There are many fights and prostitution occurs there. You have been selected to report to your community party organization about the demand your block is making. Outline the steps you would take if you really had to make the report. Get the names of your community party workers, committeepersons, and ward leaders to make the outline as real as it can be. For example:

Step 1: I would find out the major political party organization in my community.

Step 2: I would find out the name and address of my committeeperson.

Write your outline in this fashion; each thing you do until your block's demand gets to City Council should be outlined as a separate step -- Step 1, Step 2, Step 3, etc.

I would take the following steps to get my community party to shut down a corner bar:

Discuss your outline with classmates and/or your teacher.

Here are some questions to see if you learned the important things: Write the answers on a separate sheet of paper.

1. What is the term that refers to community party organizations?

2. What is the meaning of "policy?"

3. What different terms are used to name the active members of the community party organization?

4. What can the community party organization do to help "get out the vote?"

Here are some other things you can do if you want to learn more about this topic:

1. Get posters of people who are campaigning in your community for election to a political office. Make a bulletin board with the campaign posters.

2. Look for articles in community newspapers. Look for things that community party organizations say they will do for your community. Cut the articles out and put them in a booklet. Arrange the booklet in sections that you agree with and sections that you disagree with.

3. Survey the people of voting age on your block. Find out what each one thinks is the most important thing their local party organization can do for them. What is the most common thing mentioned? What is the most unusual thing mentioned? What is your opinion about the results of the survey?

4. Find out what services are performed by the ward committeeperson in your area. Make a list of these services. Write an essay on whether you think the committeeperson is important or not. Include whether committeepeople serve the best interests of the people or the party.

4. HOW CAN INDIVIDUALS AND GROUPS AFFECT POLITICAL PARTIES FOR CHANGE?

This is the main thing you should learn: There is a main way that political party organizations find out what changes are desired. It is by hearing from persons or from groups of persons who have a special interest. By understanding how political parties are organized, all persons have a chance of letting organizations know about the things that they would like to see happen.

These are the things you should be able to do when you have finished this lesson:

1. Understand how to tell your needs to party organizations.
2. Be able to help form groups of people who share similar needs for change that political parties can deal with.
3. Find out about groups with special interests that appeal to you and which have an effect on political parties.

This is the information you need:

People often find that a change needs to be made in a law. Often, these persons just complain about the law being unfair. However, they are not listening to other people who are making similar complaints. If they would listen, then they might hear that a group of individuals are all voicing a special interest.

Groups of people with similar feelings are special interest groups. Women have long complained that they were being treated unequally. Sometimes this is in their jobs or in insurance policies. Sometimes this is in housing practices, and in other things.

Women began to organize groups who shared these problems. By the middle 1960's these groups with special interest in women's rights had many women members. They had the power to tell political parties about the problem. They asked them to start making changes for the better. One result is the changing of the Constitution of the United States. This is a process occurring at the present time. When it is completed, there will be an Equal Rights Amendment requiring fair treatment of women.

There are professional agents who speak for special interest groups. Teachers, doctors, laborers, farmers, gun-owners, hire people to speak for them in Congress, state legislatures, and City Council. These agents are called lobbyists. Their special interest groups are called lobbies. Lobbies get political parties to hear their claims for making changes through lobbyists.

Not too long ago, a group of Washington, D.C. high school students formed a lobby. They persuaded Congress to vote for more money for Washington's public schools. The students had convinced

members of both the Democratic and Republican Parties that a change for the better was needed.

The legal term for lobbying is known as "the right to petition the government." This is a right that the First Amendment to the Constitution states. Individuals may petition the government alone, or they may petition as a group. Whatever way they do, it is legal.

Several terms are used to describe groups of individuals who are petitioning the government. Some of the more common terms are "special interest group," "pressure group," and "lobby." Their object is to tell about their special needs to members of both of the major political parties. They try to convince them that making a change in favor of the lobby will make things better for the majority of the people.

The strength of a lobby depends in how well-organized it is. This means that it must have clear needs which both individual citizens and law-makers can easily understand. As the member of a group, the individual should see that lobbyists do their jobs well and deal with law-makers honestly.

Activity 1:

Imagine that you are the lobbyist for each of the following groups. How can you get political parties to help you solve the problem that each group is faced with? Write your answer by saying what you would tell a political party member about your group's problem.

| GROUP | PROBLEM | WHAT I WOULD TELL A POLITICAL PARTY MEMB |
|---|---|---|
| unemployed laborers | racism | |
| anti-abortionists (people against abortions) | free abortions in public health clinics | |
| working mothers | lack of day-care centers | |
| members of Gaudenzia House (a place where drug addicts are helped) | need a larger building to keep program running | |
| ex-convicts | job discrimination | |

Discuss your answers with classmates and/or your teacher.

Activity 2:

The following people are known for their stands that they have taken on various problems. Many people agree with what they say. Some have run for political office on the basis of a special interest. But they have not always been successful in their election. For each person listed below, think of a point of view that the person has. State the point of view in 2 or 3 words. Tell whether you agree or disagree with it. Tell whether you think support for the person is strong or weak. If you do not know who these people are, try to look in newspapers first. If you still cannot find out, ask your teacher.

| INDIVIDUAL | POINT OF VIEW | AGREE/DISAGREE | STRONG/WEAK |
|---|---|---|---|
| Martin Mullen | | | |
| Angela Davis | | | |
| Leon Sullivan | | | |
| Frank Rizzo | | | |
| George Wallace | | | |
| Ralph Nader | | | |
| Jesse Jackson | | | |
| Jane Fonda | | | |
| Gloria Steinam | | | |
| Cesar Chavez | | | |



Discuss your answers with classmates and/or your teacher.

Activity 3:

One of the strongest lobbies in the United States is the National Rifle Association. It has persuaded political parties to make laws in favor of gun and rifle owners for many years. The following story about gun control includes many problems that have occurred because of the ease in being able to buy guns and rifles. After you read the story, make a list of the problems you find. Imagine that you belong to a gun control lobby. What change would you want your lobby to ask for in order to solve each problem? Would the National Rifle Association agree or disagree with your lobby's suggestion for each change?

## GUN CONTROL

In the 1960's alone, five American leaders were killed because their killers easily obtained firearms. President John F. Kennedy. Senator Robert F. Kennedy. Reverend Martin Luther King. Malcom X. Medgar Evers. Also, 5,000 other murders are committed across the nation each year by people who obtained guns easily.

Not many states have gun control laws. Those which do have weak laws. Only 25 states require storekeepers to have a license in order to sell guns. Fewer than 25 states have laws against carrying a concealed firearm.

There are some national laws (statutes) about gun control. But these statutes only deal with special areas of gun control. The National Firearms Act requires people to register guns if they have sawed-off shotguns, machine guns, or silencers. The Federal Firearms Act requires people to get a license if they are going to buy and sell guns between states or with another country. These two laws were passed more than thirty years ago.

No new gun control laws were passed until 1968. One put a stop to the sale of rifles by mail order. The other did the same thing for hand-guns. But people can get around these laws by getting a license permitting them to mail order guns called antiques.

The 1968 laws also state that a person must be 21 to buy a hand-gun. They have to be 18 to buy a rifle or shotgun. Anyone convicted of a crime and sentenced to a year or more in jail is not allowed to buy a firearm. Also, gun and rifle dealers must have a record of each sale.

There is no national law that makes <u>all</u> firearm owners register. Registration is still up to each state and city government. Some have passed strict control laws. Others have easy control laws. A criminal in a strict state could travel to a nearby easy control state to buy a firearm.

Tell what problems you found about gun control in the story. In a few words, say what change your lobby would ask political parties to try to make. Put the letter "D" to the left of each change that the National Rifle Association would <u>disagree</u> with. Put the letter "A" to the left of each change that the National Rifle Association would <u>agree</u> with. Example:

The problem is, the age for getting a rifle is too young.
D My lobby should try to get Congress to pass a law to raise the age to 25.



Discuss your answers with classmates and/or your teacher.

Here are some questions to see if you learned the important things: Write the answers on a separate peice of paper.

1. What is the purpose of a special interest group?
2. What are some examples of special interest groups?
3. Who are the agents that speak for special interest groups?
4. What is "the right to petition government?"
5. How can an individual keep special interest groups strong?

Here are some other things you can do if you want to learn more about this topic:

1. Attend a City Council meeting at City Hall. Find out who some lobbyists are and observe the way they work with Council members. Where do they conduct their business? How many Council members do they deal with? Do they lobby with members from both political parties?
2. Survey the neighbors on your block. Tell them about a problem that you think your local political party organization should try to solve. See if your neighbors would be willing to form a lobby that would pressure your local party organization for the needed change.
3. Cut out letters to the editor from neighborhood and city newspapers. Arrange the letters in groups of common interest. Give a title to each group and make a bulletin board in your classroom showing what some possible interest groups might be as a result of your collection of letters to the editor.

Final Activity

What did you learn in this unit? Start with the words "I learned..." or "I realized..." and write down as many things as you can think of that you learned about political parties and making a difference. List as many things as you can, and be honest in your answer.

# GETTING GOOD DEALS

What this unit is about: This unit is about different ways to get good deals on the things that you buy.

These are the main topics of this unit:

1. Spur of the moment and planned buying.
2. Buying what you need.
3. Learning to do comparison shopping.
4. Comparison shopping for food.

This is why this unit is important to you:

Very few people have as much money as they need. As you begin earning money it is important to think about how to get the most for your money. Everyday expenses, such as food costs, clothing costs, and other items, can take up a lot of your expenses. It is therefore important to think about how to plan for, and save, the money that you earn. This can be done by getting good deals on the things that you buy.

To do this unit, you need these skills and tools:

1. You have to be able to read at a junior high level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

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Date: May, 1974
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# ORGANIZED GROUPS: MAKING A DIFFERENCE

What this unit is about: This unit is about different groups that have been organized and what they have done.

These are the main topics of the unit:

1. Different kinds of groups that make a difference.
2. Unions
3. Some things that groups can do to make a difference.
4. Organizing groups to make a difference.

This is why this unit is important to you:

It is important for you to understand how groups can make a difference. As you begin working you will be asked to join many different kinds of groups. The kinds of groups that you belong to will have some effect on what you are able to do. You may need to think about organizing your own groups in order to help yourself or to make changes that you think are important. If you understand that groups are more likely to be able to make changes, that it is often difficult to make changes, and that there are groups that you can go to to try to help you, then it may be easier for you in the future and in the present.

To do this unit, you need these skills and tools:

1. You need to be able to read at a junior high school level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

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## 1. DIFFERENT KINDS OF GROUPS THAT MAKE A DIFFERENCE

This is the main thing you should learn: There are many different types of groups that do things to help themselves, and others and that do things to try to make changes.

These are the things you should be able to do when you have finished this lesson:

1. Tell what are some of the different types of groups that people belong to and what these groups often do.
2. Think about which groups are important in your life now, and which groups might be important in your life in the future.

This is the information you need:

Many people in this country believe that there are few things people can do to change things. They would like to be able to affect what happens in their communities. They would like also to change things in their cities, in the state, and in the nation. Now it is probably true that people, acting alone, can do very little to change what happens. But there are many different people who decided that, together with other people, they could make the changes that they felt were important. In this unit, we will discuss different groups that have formed together to try to make changes. We will also talk about groups that are already formed that people can get help from.

There are many different kinds of groups that have been formed by people. Only some of these try to make changes. Many people belong to social groups whose members have fun and get together often. They also try to do things for other people. Many of these social groups try to raise money to help people in trouble. Sometimes they raise money for orphans, people who are sick, groups which are trying to find the cures for diseases, and other worthwhile causes. They often try to hold dances, or parades, or other events so that they can raise money.

Often these groups are part of a religious or ethnic group. Blacks, Italians, Catholics, Jews, Irish, and other groups like to be with each other. They have similar cultural traditions. They like to work with each other. They often get together to both help their own groups and to help others as well. These groups are very important in a community. They tie the community people together and help people in the community when they are in trouble.

There are also political groups. Political groups try to get involved in the way people are governed. They try to make changes

through government. Some of these are political groups, such as democratic and republican party workers and organizations. These groups often run candidates. They make decisions about how to help people through the government. They are sometimes places to go to for help. In Philadelphia, there are local ward leaders. There are local organizations in each ward. There is a person and an organization which is supposed to help people who live in that area. Wards are areas in Philadelphia and each ward has a leader in each party.

There are also a variety of other groups which try to influence the government leaders. They also try to help certain people to get elected. These groups are called lobbies. There are people who work for these lobby groups. They are called lobbyists. Many business groups, union groups, and other groups like these pay people to go to different places where the government operates (cities, state capitals, Washington, D.C.). They try to persuade the government leaders to support their views. They will try to influence the government people to pass laws which will benefit their groups.

There are now many other groups who send people to these places to fight for laws in the public interest. There are groups who want to keep the parks and lakes and streams and rivers as free of pollution as possible. They try to urge the government to pass laws to help that happen. There are groups, such as Common Cause, which try to change Congress. They try to make it operate in a way that would be more responsible to the people. There are groups which are trying to change the tax laws. They want wealthy people to pay more taxes. These groups are supported by members who pay dues each year. For example, Common Cause now has over 300,000 members across the country. They pay $15 each year to help change Congress and to make government more responsible to the people.

Unions are other groups which have very large numbers of members. Unions try to help the workers who belong get better working conditions, more pay, and other benefits. Millions of Americans belong to unions across the country. These are all part of one large union organization called the AFL-CIO. This large organization has much money to try to help their members in many ways.

The government has many agencies to try to help people. There are many offices which are set up by the government to do this. There are social security offices. There are welfare offices. There are tax offices. There are offices which give out grants and other monies to many people. And of course there are many others. These government groups are places where many people can go to get help when they need it.

These are just some examples of the different groups of people who get together. Some try to change things. Some try to help people. Groups often have a hard time getting started. They have a hard time making the changes they would like to make. It takes time and effort. It takes a willingness to lose and to try again if it is important enough. We will discuss this in the next lessons.

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Here are some questions to see if you learned the important things: Write the answers on a separate sheet of paper.

1. What are some of the different types of groups that try to change things or to help people? What do these groups often do?

2. Which of these different groups might be important in your life now or in the future. Explain why.

Here are some other things you can do if you want to learn more about this topic:

1. Take a survey in your local area of the different groups that exist to try to help people or to change things. Make a list of these groups and the different things that they are trying to do. Discuss this list with your teacher and/or your classmates.

groups that wanted to make changes who belonged to this organization. They had little to do with the workers. This group tried to change the laws and change the economic system. They did not help the unions get better wages and shorter working hours. Many of the groups left it and it fell apart.

There were often small groups that were bitter towards the owners of industries. The owners did not want to make changes. The groups tried to use force and violence to force the owners to make changes. In the 1870's, a group of coal miners organized a small terrorist group. They tried to force the coal mine owners to make changes. They used such direct methods as murder before they were broken up. In 1877, after the railroad owners announced that they would cut salaries, the railroad workers went out on strike. Equipment was destroyed. Rioting mobs roamed the streets of many railroad cities from Baltimore to St. Louis.

The general public was opposed to unions when these things happened. The government often sided with the business leaders when strikes or other things occurred. Sometimes the owners would hire "strike breakers" when the unions went out on strike. With the help of the government, these strike breakers would take the place of the workers. The workers would lose their jobs. The courts were often friendly with the owners. They would issue an order calling for the workers to go back to work. Otherwise, force would be used by the government. All this was legal.

In an important strike, railroad workers struck the Pullman Railroad Company in 1894. The railway owners refused to talk to union people about wages and working conditions for workers. The unions struck. The company announced that people who refused to work would be fired. More workers stopped working for the company. Train service was completely disrupted.

The federal government supported big business more than workers at that time. They tried to use federal workers to keep the trains moving. They attempted to move the trains. But many of the train cars were burned in the Chicago railroad yards. The next day troops attacked an unarmed group who refused to move out of the way of a train. Four men were killed and forty men and women were wounded. Union leaders were arrested. Railroad workers were fired when the strike was called off. The unions were set back seriously after losing this strike.

But people thought that forming unions was really important to do. They saw injustice for themselves and others. They refused to give up easily. Other people helped form other unions. There were many other strikes, sit-ins, and even other violence. Unions finally grew to have some influence in American life. In 1935 the Wagner Act guaranteed the right of the union to bargain with industries. The law helped the unions to feel that the federal

## 2. UNIONS

This is the main thing you should learn: Unions are now a powerful group in America, but they didn't start out that way. They had to struggle to organize and become important.

These are the things you should be able to do when you have finished this lesson:

1. Tell how the unions first formed and why people banded together into unions.
2. Tell what some of the problems were that unions faced and how they overcame them.
3. Tell what law helped unions, and what the law said.

This is the information you need:

Today unions consist of a very powerful group of people with many members. They have a strong say in what happens in this country. What we don't often realize is that at one time there were no unions. People had to struggle a long time before the unions were formed and allowed to exist.

In the early 1800's, America was mostly a farm country. Most of the people lived on farms. Gradually, businesses grew and as there was a need for laborers to work in the newly forming industries, which produced things on a large scale, more and more people worked for these industries. People began to figure out ways to use machines. They found ways to make things and to produce things on assembly lines.

At first, Americans who had lived on the farms came to the cities to work. The conditions of these workers were not so bad at first. But as more and more people came the conditions became worse. The owners of the factories realized that there were many people -- the new immigrants -- who were coming by the millions from other places. They were willing to work for little money at long hours. The immigrants were only too happy to have jobs. They complained little, for they were afraid of losing their jobs. The owners made a lot of money this way. There were many accidents. The owners saved money by not making their machines safer.

Small union groups began to form here and there in the middle and late 1800's. It was dangerous to form a union. If a leader was caught the chances were that he would be fired from his job. He would probably not be able to find another one. But there were some brave people who helped form groups. These groups would help people working in the factories. In 1866, the first National Labor Union was founded. It tried to organize all of these little groups together into a national union. But there were many other

government would help them. It went a long way towards helping the unions grow. All this took time, effort, and organization. When people got together to help each other, and to do things together, then the chances were much better that they would succeed in time.

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Here are some questions to see if you learned the important things: Write the answers on a separate sheet of paper.

1. How did unions first form? Why did people band together into unions?

2. What were some of the problems unions faced? How did they overcome them?

3. What law helped unions? What did the law say?

Here are some other things you can do if you want to learn more about this topic:

1. Unions will probably be important in your life when you are working. It would be helpful to you if you can find out as much about them as possible. See if your teacher can arrange for a union leader to come into your class and talk to you about unions, what they do, how much they cost, who belongs, and other questions. Talk to some people who belong to unions about their unions and what they do. Write down what you can find out about unions.

2. See if you can find articles in newspapers and magazines about unions and what they are doing. Cut these articles out and bring them into class. Put them up on your bulletin board in class for others to see.

3. There are some books you can read about unions. One book which is probably available in your classroom or in the library is called Growth (SRA), especially pages 31-46, and pages 68 to 81. Another book is called The Americans: A History of the United States (Holt, Rinehart and Winston), especially pages 356-362. There are many other books in the library that you can get and read about unions.

## 3. SOME THINGS THAT GROUPS CAN DO TO MAKE A DIFFERENCE

This is the main thing you should learn: When people band together into groups there are many things they can do which they could not do alone.

These are the things you should be able to do when you have finished this lesson:

1. Tell about some of the things people have done when they have gotten together to try to make changes or to help other people.
2. Think about what kinds of groups you could use in your neighborhood and what these groups might do.

This is the information you need:

There are many, many groups and organizations which have formed for specific purposes. They form to help other people, themselves, or to change things. Here are some examples:

1. A local group of renters in an apartment building got together to organize. The landlord wasn't making repairs in the buidling. The building was not being taken care of. They each paid $10 a month and hired a lawyer to help them. They took the landlord to court. They proved that the landlord wasn't making repairs. He wasn't keeping the building up. The court allowed the renters to pay their rent to a special fund called "escrow" until the landlord made the necessary repairs.

2. A Black woman in Detroit recently moved into a neighborhood. She found that her property was being attacked at night. She was getting letters and phone calls telling her to move out of the neighborhood, which was all white. The National Association for the Advancement of Colored People stepped in. They agreed to give her money for any repairs she needed to make to her property as a result of damages done by others. They also said they would help her go to court if anyone was ever arrested. The United Auto Workers, a union group based in Detroit, sent workers to guard her property for a time. The attacks continued. These groups helped to get her around the clock protection from the local police.

3. When crime became a problem in an area in Philadelphia, a local group got together and formed a patrol group. They walked around the neighborhood at night and looked around for any problems. The patrols did not have any weapons. But they were ready to call the police if they saw anything suspicious. Two of the people who lived in the neighborhood decided to call the people in the neighborhood. They got volunteers to walk in one hour shifts. This continued until the crime problems were reduced.

4. In 1970 a former member of the Johnson administration government decided to start an organization. It would work to help change government for the better. His name was John Gardner. He sent out letters to many people asking them if they would like to join him. He asked them to pay a small amount of money ($15) each year to help in this effort. This group is known as Common Cause. It hires many people to talk to the people in power -- sentors, representatives, and others. They try to convince them to support certain laws, such as the right of 18 year olds to vote. They try to get reforms to open up Congress to the public so that what it does is not secret.

It has tried to change the way Congressmen collect money for getting elected. It has tried to stop secret contributions. It has tried to get open contributions from all through the tax system. This, Common Cause feels, would make congressmen less dependent on powerful money interest groups, such as big businesses. It would allow these congressmen to make laws in favor of a larger number of people. It has very successfully helped to change some of the laws

5. The United Fund of Philadelphia collects millions of dollars each year. The money supports many agencies and groups who are trying to help people. Some of these are hospitals. Some are groups that help people when they are having family troubles, and many others. These groups are all over the city to help people.

6. A man named Ralph Nader works out of a Washington office. He tries to find out more about problems that people have. He and a group of people who work for him have tried to find out about Congress and the people who work in congress. They work on products on the market. They try to get rid of problems with these products, such as cars, about things which are unsafe, and many other things. His group also gets money from many people who give each year to help support these projects.

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Here are some questions to see if you learned the important things: Write the answers on a separate sheet of paper.

1. How have some people gotten together to try to make changes or to try to help other people? Tell about some different groups and some of the things they have done.

2. What kinds of groups do you think you could use in your neighborhood. Make a list of different groups that you think could be formed in your neighborhood to try to help solve the problems that exist there. Discuss this with your teacher and/or your classmates.

Here are some other things you can do if you want to learn more about this topic:

1. Look at some newspapers and magazines to find out more about different groups that try to change things or try to help people. Particularly try to find things about groups of people which are trying to help black people. Cut these out and put them up on your bulletin board for others to see.

2. Get some people who work in local groups or who try to organize local groups to come in and talk about organizing local groups and some of the problems. If you can, you might try to get someone from OIC to come in. Ask your teacher to help you if you need help in finding someone.

## 4. ORGANIZING GROUPS TO MAKE A DIFFERENCE

This is the main thing you should learn: It is difficult to get groups together unless people feel that they can really make a difference. There are many groups in the Germantown area that have gotten together because they do feel that they can make a difference.

These are the things you should be able to do when you have finished this lesson:

1. Tell why people don't try to do more for themselves.
2. List some problems that might be solved in your neighborhood if people got together to try to solve them.
3. Tell what the Greater Germantown Appeal is.
4. Tell what the organizations that belong to the Greater Germantown Appeal are trying to do.
5. Think about whether you would be willing to help these groups or this appeal.

This is the information you will need:

Part 1

These are some things that a person whose job it is to organize people together to get what they want says about his job and about people:*

> "An organizer is a guy who brings in new members. I don't feel I've had a good day unless I've talked with at least one new person. We have a meeting, make space for new people to come in. The organizer sits next to the new guy, so everybody has to take the new guy as an equal. You do that a couple of times and the guy's got strength enough to become part of the group.
>
> You must listen to them and tell them again and again they are important, that they have the stuff to do the job. They don't have to shuck themselves about not being good enough, not worthy. Most people were raised to think they are not worthy...That's true of a twenty-five thousand dollar a year executive as it is for the poorest.
>
> You don't find allies on the basis of the brotherhood of man. People are tied to their immediate problems...

*From Terkel, Working. Random House, Inc., 1974.

Nobody believed that the Pike County Citizen's Association could stop Bethlehem from strip mining... What they wanted was a park...So I got together twenty, thirty people I saw as leaders. I said 'Let's get that park.' They said 'We can't.' I said 'We can. If we let all the big wheels around the country know -- the National Council of Churches and everybody will start calling up, writing, and hounding Bethlehem. They'll have to give us the park.' Taht's exactly what happened...we got the park. Four thousand people from Pike County drove up and watched those bulldozers grading down that park. It was an incredible victory...

People become afraid of each other. They're convinced there's not a damn thing they can do. I think we have it inside us to change things. We need the courage. It's a scary thing. Because we've been told from the time we were born that what we have inside us is bad and useless. What's true is what we have inside us is good and useful.

In Mississippi, our group got the first black guy elected in a hundred years. In San Francisco, our organization licked the development agency there. We tied up two hundred million dollars of its money for two years, until they finally came to an agreement with the community people. The guy I started with was an alcoholic pimp in the black ghetto. He is now a Presbyterian minister and very highly respected..."

Part 2

In 1970, sixteen local organizations in Germantown, Mt. Airy and Chestnut Hill formed together to try to get money. They wanted to develop more widespread programs in these communities. Each of these organizations had managed with little money to provide a lot of different services to these communities. It was felt that each of these organizations deserved more money because of the work that they were doing. They were also giving services that were helping these communities to be better places to live.

The Greater Germantown Appeal, as this fund raising drive is called, is now trying to find volunteers to help it. They are meeting with different groups to try to get people to help collect money and do other things. The appeal is being sponsored by the Northwest Interfaith Movement, Green Street at Westview, Philadelphia, Pennsylvania, 19119 (Telephone: 438-5252). The groups which are asking for money are:

1 Mister Morton Development Corporation at 48 East Penn Street. They are trying to develop skills for people who live there.

2. Congress of African People, 5622 Germantown Avenue, 3rd floor. They are trying to develop new and different programs such as free schools, family arrangements of homeless teenagers, and others.

3. Afro-American Federation at 5128 Wayne Avenue. They have community cupboard food distribution programs and distress centers and day care centers.

4. Northwest Tenants Organization, 5622 Germantown Avenue, 2nd floor. They help tenants legally and to help them organize.

5. Germantown Homes, 5300 Germantown Avenue. They help people rent homes and buy houses in the area.

6. Germantown Area Schools Project (GASP),Vernon House in Vernon Park, a different school for Germantown students.

7. Center for Older Adults, at YMCA of Germantown at 5820 Germantown Avenue, to help older people in the area.

8. United Progressives at 48 East Penn Street -- youth programs under the direction of Brickyard Youth Council (composed of former Brickyard gang members).

9. Togetherness House at 32 Armat Street, programs for young people in the area.

10. Greater Germantown Youth Corporation. They have programs for young people in the area, such as clean-up/fix-up projects (painting, cleaning windows, etc.).

11. Mt. Airy Advisory Council, Sedgwick Playground. They have recreational programs for young people.

12. Black Humanist Fellowship, 5622 Germantown Avenue, 3rd floor. They work with groups to begin economic development and operates a pre-school program.

13. Taifa Kufuma at 5622 Germantown Avenue. They run a store and training center through a custom clothing and sewing business.

14. Brother Enterprises at 48 East Penn Street. They try to run profit making projects to help get jobs for people and rebuild the area.

15. Germantown Peoples Festival, Vernon House, to present concerts June through September.

16. Half Step at 5603 Greene Street, to help veterans.

Here are some questions to see if you learned the important things: Write the answers on a separate sheet of paper.

1. Why does the organizer think that people don't try to do more for themselves? Do you think he is right? Give reasons for your answer.

2. List some problems that the organizer helped solve. List some problems that you think could be solved in your neighborhood if people got together to try to solve them.

3. Why did the Greater Germantown Appeal start? What is it trying to do?

4. What are the different types of organizations that are being helped by the Germantown Greater Appeal? What are these organizations trying to do? Are you willing to help? Why or why not?

Here are some other things you can do if you want to learn more about this topic:

1. Contact one or more of these organizations to see if someone can come to talk to you about what they do, how they got started and what problems they have.

2. Watch the local newspapers to find out more about the Greater Germantown Appeal and other organizations in the area.

3. Interview people in the area to see if they think they would be willing to help the Greater Germantown Appeal or any of these organizations. Find out why they would or would not want to help. Compare the answers you get with others in your class.

4. If you have some time, volunteer your time to one of these organizations or to helping raise money for the Greater Germantown Appeal.

Final Activity

What did you learn in this unit? In the space below, write down some of the important things that you learned about organized groups. Start with the words "I learned..." or "I realized..." and make a list of the important things that you learned. You may look back at the work you did in this unit, but be sure to put your answers here in your own words. Be honest in your answers.

# WHAT INFLUENCES YOUR THINKING?

What this unit is about: This unit is about different ways that can influence your thinking and attitudes. The different means can be television, movies, magazines, and newspapers, books, etc.

These are the main topics of the unit:

1. Different Methods of Propaganda
2. Advertising
3. Political Propaganda
4. Critical Reading About Different Social and/or Racial Groups

This is why this unit is important to you:

You should be able to read, listen or look at different kinds of communication and be able to decide whether you want to be influenced by the message. There are ways to influence your thinking and attitudes without you knowing it. This unit will help you develop the skill of separating the propaganda techniques and writer's opinions from the true meaning of the message.

To do this unit, you need these skills and tools:

1. You have to be able to read on a junior high level. If you have trouble reading this unit, ask a friend or your teacher for help.

2. You should have a dictionary handy in case you find words you don't understand.

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Produced at: Urban Career Education Center, Career Intern Program, Philadelphia, Pa., under a grant from National Institute of Education.
Produced by: Mr. John Von Eschenbach under the direction of Dr. Elliott Seif
Date: June, 1974
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# 1. DIFFERENT METHODS OF PROPAGANDA

This is the main thing you should learn: You should be able to recognize propaganda wherever you find it and decide for yourself whether or not you want to be influenced by it.

These are the things you should be able to do when you have finished this lesson:

1. Name the six different types of propaganda.
2. Name the important features of each type.
3. State an example for each of the types.

This is the information you need:

Propaganda is an effort to spread information and influence the point of view or line of action of others. Propaganda is used by politicians, and advertisers. It is also used by people who want to influence your ideas about clubs, organizations, or other people.

Propaganda can reach the people in a number of ways. Newspapers, magazines, radio, television, books, personal contacts, and motion pictures are some of the ways that propaganda is communicated to the people. You can be influenced by the propagandists who are people who use propaganda. You can allow them to make decisions for you.

It is important for you to become acquainted with propaganda techniques so that you can find propaganda. You should become aware of its effect on you, and decide whether or not you care to be influenced by it. Some of the propaganda techniques are discussed below and should be helpful in identifying in any type or form of communication.

1. Name Calling. The propagandists are unpleasant words or bad labels. These are used to stimulate hate, fear, or dislike toward some person, people or object. Calling an idea "un-American" or "communist" tends to make us dislike the idea at once. Such bad names or labels mean different things and have different meanings for people. For example, "moron," "backward," "bully," or "foreigner" have different meanings for different people. In order to spot this particular technique, ask yourself these questions.

   a. What does the name mean?

   b. If we leave out the name, is the idea still "bad"?

2. "Glittering Generality". The idea or thing is associated with such "nice" words as "beautiful," "gorgeous," "motherhood," "partiotism," etc. These words are used to make you accept and approve the thing without examining the evidence. The glittering generality technique is the name calling technique in reverse. By using the name calling technique, propagandists lead you to view some nation, race, group, individual, policy, idea, or practice as bad. They would use a

glittering generality to make you view things in a good way. In order to detect a glittering generality, ask yourself these questions:

a. What does the word "nice" really mean?

b. What are the merits of the idea itself if I leave out the glittering generality?

3. Testimonial. Here someone endorses the person, idea, or thing as being good or bad. A well known person, such as an athlete, may say that he used a product. He will say that he found it better than any other. Authorities in public life use this technique to endorse other candidates for public office. The President may give a speech about a person running for mayor. A famous football player may drink a particular brand of orange juice. He will tell you that it is the best orange juice in the world. This approach is used in many cases and you should ask yourself these questions:

a. Who or what is quoted in the testimonial?

b. Why should I regard this person as having expert knowledge or a reliable opinion on this subject?

c. Does the subject have any merits without the benefit of the testimonial?

4. Plain Folk. When using this method, the speaker tries to convince you that his ideas are good because they are simple and plain. We tend to respect humble ordinary people. The candidate who is a millionaire is photographed wearing overalls or farm clothes. This is aimed to make us believe that he is like all of us who are just "plain folk." Candidates go to country picnics. They attend service at the old frame church. They go fishing with some town people. These are acts which attempt to show them as "plain folk." Your defense against this technique can be to ask these questions:

a. What is he trying to cover up with his "plain folk" acts?

b. What are the facts?

5. Card Stacking. This technique involves the selection and use of facts or falsehoods, illustrations, and logical or illogical statements. The propagandist submits the listener to lots of evidence presented - but from one viewpoint. It is necessary to hold your judgment on the propagandist's proposal until you have answered such questions as:

a. Just what is the propagandist trying to "sell us?"

b. Is this idea for any best interest or the best interest of society?

c. What other kinds of ideas are there?

d. What is the evidence which supports or refutes this idea?

6. Band Wagon. The propagandist attempts to convince us that all members of a group to which we belong are accepting his program. Since everybody is doing it, then why not you? "Follow the Crowd" or "jump on the band wagon," are the propagandist's themes. Be aware of the appeal to groups already held together by common ties. Such ties could be nationality, religion, race, sex, job, etc. Listen for such things as Italians, Catholics, Blacks, man, teachers, etc. In order to detect the true meaning of the idea ask yourself these questions:

a. What is the evidence for or against this idea?

b. How would the idea sound if I took out all the words which have a "group" meaning?

c. Does the program really mean something to the group - my group - that he says favors this idea?

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper.

1. State the six different propaganda techniques?

2. State which technique goes with these examples:

a. All the seniors are doing it.

b. It would be the patriotic thing to do.

c. How can you go with that sissy?

d. I am carrying the cross of Christ in my work.

e. The mayor of this city thinks that the program is very good.

3. Read the following paragraph, find the different propagandist's techniques, and write the name(s) of the techniques at the bottom of the paragraph.

> Good afternoon, my friends. Last night there was a student rally. A very large number of students attended the rally to support the school program. Our principal and student officers stood on a wooden platform with an American flag hanging in the background.

The principal, who was dressed in a pair of blue jeans and a turtle-neck shirt, read a letter from Jimmy Jones, the famous athlete. The letter stated that our program was a remarkable, proper, and scientific achievement. Anybody who doesn't like the program would be dumb. All the students cheered and marched away as an army of soldiers.

Here are some other things that you can do if you want to learn more about this topic:

1. Read Chapter One in the book, The Analysis of Propaganda by William Hummel and Keith Huntess.

2. An easier book to read would be The Fine Art of Propaganda by Alfred McCling Lee and Elizabeth Briant Lee.

3. If you would like to work with another person, here is something that you can do. Make a speech about some idea (for example, students have the right to vote). In your speech, try to use most or all of the propaganda techniques. Find another student and let him listen to your speech. After the speech, see if the student is able to identify the techniques used in your speech. Give the same speech to someone in your neighborhood. Write down what they thought about your speech. Show your speech and your neighbor's reaction to your teacher.

## 2. ADVERTISING

This is the main thing you should learn: Advertising has a great influence on your desire to buy a product. Advertising can cause you to want things that you do not really need. It is then necessary for you to learn the different techniques in advertising so that you can best decide what you need and want.

These are the things you should be able to do when you have finished this lesson:

1. Name the different advertising techniques.
2. Separate factual information from advertising appeals when given different advertisements.
3. Make an advertisement using any of the advertising techniques.

This is the information you need:

Every day you see some type of an advertisement. These advertisements may be in newspapers, magazines, television, or billboards. Many stores have advertisements in their windows or inside. These advertisements try to influence you to buy the goods that are in the store. The danger of advertisements is that they often try to trick you to buy something that you do not really need. Many times you are or will be tempted to buy things that you really do not want. One good way to combat these tricks is to recognize and understand the different advertising techniques. As a result, you will be better able to decide for yourself. Some of these techniques or appeals are discussed below and should be helpful to you.

1. The Appeal To Feelings: Do you worry about your appearance or your health? Would you like to be the first one in your group to own a special product? When you are told that you bought a "bargain," do you feel happy? If so, you are likely to be influenced by advertisements which appeal to such feelings as happiness, fear, anger, or pride. The wise buyer tries to make sure that he really desires or needs a product. You should try to resist these appeals to feelings and not yield to this emotion.

2. The Appeal Based On "Association": People generally have a high regard for famous people such as scientists, athletes, politicians, or movie stars. Many advertisements connect well-known people with products. The hope is to have your high opinion of a popular person carry over to the advertised product. These advertisements are designed to influence you, especially if you have not given much thought to why you are buying the product. This technique is similar to the propaganda techniques of "transfer" and "testimonials."

3. The Appeal Based On Keeping Up: You may have heard some slogans as "three out of four doctors recommend our product," "nine out of ten people use our toothpaste," or "most families go to Gino's." These sayings imply that something is wrong with you if you, too, do not use the same product. You must be like the other people in the world. There is a strong urge to conform and be like other people. Have you heard of "keeping up with the Joneses?" This feeling or behavior causes you to spend money on products that you may not really need or want. You only purchase them in order to be like other people. If you want to be an informed buyer, question the statements made in the advertisement. Do nine out of ten people really buy or use this product? Also ask yourself whether money spent on a similar product would be a better buy and give you more for your money? This technique is similar to the "bandwagon" technique used in propaganda.

4. The Appeal Of Brand Names: Have you noticed how often people buy a product by brand name rather than using the general name for the product? How often do you use the brand name "Kleenex" instead of the general name "tissue?" This happens because the brand name is advertised constantly. When you keep hearing the brand name long enough, you tend to use it a lot. You will need to be careful with this appeal. It encourages unwise buying.

Here are some questions to see if you learned the important things: Write your answers on a separate piece of paper.

1. Study each of the following slogans and name the particular advertising technique for each slogan.

   a. This product is used by most of the people who live in this area.

   b. Every item in the store at a discount price.

   c. Sammy Davis, Jr. uses Ampex Audio tapes to record his music.

   d. Let me have a box of "Bufferin" tablets.

2. List as many places or situations where you may find advertisements.

3. Write a slogan for each of the four advertising appeals. Share your four slogans with another student.

Here are some other things you can do if you want to learn more about this topic:

1. Read a book by Frederick Trump, Buyer Beware: A Consumer's Guide to Hoaxes and Hucksters.

2. You may want to send for a free booklet entitled: The Great Family Hold-Up...Bait and Switch Advertising, Commonwealth of Pennsylvania, Bureau of Consumer Protection.

3. An easy book to read is Language and the Newsstand. This book is edited by Thomas F. VanLaan and Robert B. Lyons.

4. A filmstrip and tape entitled And Now A Word From Our Sponsor by Grolier's Modern Consumer Education Guide may be some interest to you.

These are some things you can do if you are still interested:

1. Read the following story about Mrs. Ann Mash. Answer the questions at the end of the story.

   Mrs. Ann Mash was walking in the Progress Plaza Shopping Center. There was a big sign in a store window. It read:

   SALE! GOING OUT OF BUSINESS! EVERYTHING MUST GO!
   HURRY! BE THE FIRST TO BUY! DON'T BE LEFT OUT!

   Mrs. Mash went into the store and looked at the different products. She saw a set of dishes. The sign read: Half Price $35.00. She didn't really need the dinner ware but she thought that the half price was a bargain. After a few minutes, she decided to buy the dishes. Two weeks later, she passed by the same store. She went inside and saw the same dishes for the same price. The only difference was that there wasn't any sale. The same sales people were working in the store.

   Questions:

   A. Why did the owner of the store advertise that the store was going out of business?

   Answer:

   B. Was the advertisement true?

   Answer:

   C. What would you have done to be sure to get a bargain?

   Answer:

   Check your answers with your teacher.

2. Look at the different magazine advertisements included in this learning packet. Try to determine the technique. Explain to another student how the advertisements can influence you.

3. Make a large poster for your classroom showing some make-believe product. Design your poster using some or all of the advertising techniques. Show the poster to your teacher and ask him for his reaction.

4. Collect a number of newspaper or magazine advertisements. When you feel that you have enough, design and construct a collage with the different advertisements.

5. Contact the Better Business Bureau of Eastern Pennsylvania, 401 Walnut Street, Philadelphia, Pennsylvania, WA 3-7636. Find out how the bureau functions and how it tries to safeguard you against false advertising. If possible, ask if they would send some material to you.

6. Bring to class two advertisements of similar products, one giving few or no specific facts and the other containing several facts.

   a. Determine which advertisement is more appealing. Why?
   b. List the important facts for each product and compare the worth of each product.
   c. Decide which product you would want to buy.

## 3. POLITICAL PROPAGANDA

This is the main thing you should learn: You should be able to recognize propaganda techniques which are used in political speeches or announcements. Also, you should be able to decide to what degree the speech is influencing your opinion.

These are the things you should be able to do when you have finished this lesson:

1. Name the propaganda technique that is used in the political speech.
2. Compare two political speeches by the same politician for similar and different viewpoints.
3. Tell how the particular propaganda technique can influence the listening audience.
4. Write your own political speech and read it to some student.

This is the information you need:

It would be to your advantage to review the seven propaganda techniques that are outlined in Lesson One of this unit. You will need to be aware of the different techniques and their important features.

Politicians or people who run for public office usually write their speeches for the audience sitting before them. The politician will use special or particular words in his speech to match the people he is speaking to. For example, the President may use the words, "my fellow Americans," in his speech when he is addressing the entire population of America. A speech before a different group of people would use a different approach and different types of words. The words or speech would include ideas that are important to that audience. For example, the speech may refer to "the justice of school desegregation." These words refer to a social problem that has aroused serious divisions of opinions among the American people. It is unlikely that these words would be used in a speech before the entire population.

Another consideration would be the way the politician presents himself to the audience. In many instances, he tries to present himself as a leader who is also a servant of the people. President Kennedy's "In your hands, my fellow Americans, more than mine, will rest the final success or failure of our course" shows this type of appeal. Political speakers usually refer to the authority of office as a burden and a trust to be adopted with humility.

Political leaders also often change their speeches when they speak to different groups of people. The topic of the speech may be the same, but what they say may change with the type of audience. For example, the President's speech about the "energy crisis" may sound quite different before a group of wealthy stockholders than a group of factory workers.

Read the following ideas from two speeches that were given by a past President of the United States concerning freedom from slavery. The first speech was given in the northern section of our country. The second speech was delivered in the southern section of the country. Compare these two speeches by the man and answer the questions that follow the speeches.

1. "Let us stop all this talking about this man and the other man, this race and that race and the other race being lesser and therefore they must be placed in a less position. Let us stop all these things, and unite as one people throughout this land, until we shall once more stand up saying that all men are created equal."

2. "I am not, nor ever have been, in favor of blacks and whites being equal in society and politics. I am not, nor ever have been in favor of making voters of Negroes, nor of allowing them to hold office, nor to marry white people.... While they do remain together there must be the position of a better race and a lesser race. I am in favor of having the better position assigned to the white race."

These two speeches can be found in a book by Richard Hofstaders entitled: American Political Traditions. Ask yourself these questions:

1. In what way are these two speeches different and/or similar?
2. What was the speaker's purpose?
3. Could you identify a type of audience for each speech?
4. What would be your thoughts, if you were informed that Abraham Lincoln gave these two speeches?

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper and check them with your teacher.

1. What are the seven propaganda techniques?
2. What are the two major types of audiences that politicians prepare their speeches for?
3. How does a politician try to present himself before his audience?
4. What are some things that will influence a politician's speech?
5. Read the following speech about a politician who is running for office. Answer the questions that follow the paragraph.

Steve Jones is a man who understands your problems because he has lived them. Born in a small town, he made his way up the ladder the hard way. As a boy he helped two brothers and a sister through college. He carried groceries, shovelled snowy sidewalks, and mowed lawns. He still found time to sing in his church choir and become an Eagle Scout. In high school he starred on the baseball and basketball teams and was elected class president in his junior year.

When the war came, he slugged it out with the Viet Cong. Afterwards, he worked his way through college. He soon married the lovely Betty Smith and now has three fine children. Steve founded his own successful business in our town. He has always taken an active part in community affairs. He attends PTA meetings, church services, and charity meetings. "If elected, I promise to do my best for my many good friends and neighbors. They're my kind of folks," said Steve.

Vote for Steve Jones, the kind of honest, hardworking, fearless leader we need. He is your kind of guy.

1. What type of audience or people is this politician trying to please?

2. How does his speech make you feel?

3. Find some of the propaganda techniques that are used in this speech.

4. What type of interest, emotion, or feeling, do these techniques appeal?

Here are some other things that you can do if you want to learn more about this topic:

1. An easy book to read is Language and The Newsstand edited by Thomas F. VanLaan and Robert B. Lyons.

2. If you would like to compare American political speeches, you would be interested in reading American Political Traditions by Richard Hofstaders.

3. An interesting book to read is How To Lie With Statistics by Darrell Huff. It has quotes or passages from speeches where statistics are used to benefit the speaker's point of view.

These are some things that you can do if you are still interested.

1. Read the following statements. Next to each statement write the letter "F" if you feel that the statement is fact; write the letter "O" if you feel it is an opinion. After you are done, check the statements with your teacher. Discuss your answers with some classmates. Give specific reasons for your answers.

    a. Americans are divided on the question of races being equal.

    b. As many as 70,000 draft resisters and deserters may now be living in foreign exile.

    c. Italians have more children than other groups.

    d. The President of the United States is a fascist pig.

    e. The Legion of American Veterans is a Nazi Gestapo.

    f. Anti-war groups claim 80,000 resisters yearly have been disappearing underground in the U.S., rather than serve in the armed forces.

    g. There are more white people living in America than black people.

2. If you can borrow a tape recorder, record a political speech. Bring the tape to class and try to find the different propaganda appeals that are used in the speech. Write these appeals on a sheet of paper. Let another student listen to the tape and ask him to find the different techniques. Compare the techniques that you found with your classmate.

3. Tell some students that you are going to run for president of some club. You would like them to listen to your two speeches and decide which one is better. Write the first speech without any propaganda techniques or appeals. Write the second speech with as many techniques as possible. Ask your teacher to help you with your speeches or check your speeches before you deliver them to the other students. After you finish the two speeches, ask the students which one did they like best and why.

## 4. CRITICAL READING ABOUT DIFFERENT SOCIAL AND/OR RACIAL GROUPS

This is the main thing you should learn: You should be able to read written materials about different groups and decide for yourself the accuracy of truth.

These are the things you should be able to do when you have finished this lesson:

1. Be able to find the writer's opinions and facts in the story.
2. Be able to tell when a statement is reliable.
3. Be able to tell when a writer is using his personal judgments.
4. Be able to find the purpose of the story.

This is the information you need:

Writers have a good deal of influence on your thinking. Sometimes, they can change your attitudes and thoughts without you knowing it. By reading their stories, you may agree to their viewpoints without any sound reasons. As a result, you need to be more "critical" about the stories you read. You must not accept everything that is printed as absolute truth. Hopefully, you can get a clearer picture of the story through critical reading. This will help you determine the facts and truth of the story from the opinions of the writer.

Before learning more about critical reading, you will need to know some important points. Critical reading is one way to understand what you have read. Your understanding of a story will help you make conclusions or draw ideas from the story. You will be developing high levels of thinking or understanding. Therefore, critical reading means that you must take the story apart. You can not just state an opinion or your reaction to a story. You should be able to give good reasons for your opinions about a story. Also, you will look for other things in a story besides "facts." You need to organize the events in a story. You need to examine the events and judge whether one event is causing other events. In critical reading, you are involved in making judgments about the writer's story.

In order to help you develop critical reading skills, there are some helpful suggestions.

1. Do not consider the printed word or story as a sacred object that cannot be disagreed with or questioned.

2. Do not assume that the writer's background, education, or intelligence is an automatic proof of truth for the things that he writes.

3. Do not allow your background to make quick judgments about the writer's ideas.

4. Do not allow your feelings and prejudices to influence your understanding of the story. Usually, you will try to find ideas or opinions in the story which are similar to your ideas or opinions. If the writer's opinions and ideas differ with your opinions, do not allow this to block or confuse your thinking.

5. Find out about the sources of information that are used by the writer. Try to determine whether the evidence for the viewpoint is good enough.

6. Try to separate opinion and fact in the story. Be ready to recognize statements that are not based on facts.

7. Try to recognize or find the writer's purpose or reason for writing the story. What are the writer's viewpoints in the story? This question will help you try to find his purpose.

8. Make some conclusions or judgments about the story from the facts stated in the story. Be ready to withhold your judgments if there are not enough facts.

9. Look out for propaganda techniques in a story. Read over Lesson One in this unit in order to refresh your memory about propaganda techniques. The author may be using these tricks in order to influence your thinking.

In this lesson, you will be looking at stories about different social and/or racial groups. Many writers have tried to influence your opinion about other social groups or racial groups through their writings. Sometimes, their stories are reliable. Sometimes, the stories do not tell the whole truth. You will need to use your critical reading whenever you read any story. It is very important that you use your critical reading skills when you read stories about other groups of people. Before you make any judgments, determine the true factors of a story with your critical reading skills.

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper and check them with your teacher.

1. Why is it necessary for you to be a critical reader?

2. What does critical reading mean?

3. What four things should you not do when you critically read a story?

4. What are five other things which you can do in order to critically read a story?

5. What kinds of reading materials need to be critically read?

6. Read the following story and answer the questions at the end. Check your answers with your teacher and discuss the answers with other classmates.

Keep On Trucking

There are 25,500 fleets of trucks in this country with more than eight trucks in each fleet. Fifty-six percent of the trucks are owned by individuals having only one truck. The trucking industry pays a large share of the highway taxes. Trucks total about 17 percent of the number of vehicles on the highway. The truckers pay more than 32 percent of the highway-user tax.

From 1850 until 1910, a period of 60 years, the railroads had most of the land transportation. By 1910, the automobile began to make a dent in the railroad. The railroads still move the freight across the nation. Today the nation's freight is also carried by trucks. The freight carried by trucks would not have been hauled by train anyway. The trucking business has not grown at the expense of the railroad. Both types of transportation can live together.

Do not stop the truckers, keep on trucking.

Questions:

a. Can you find out who the writer favors in this story?

b. What would be the main idea in this story?

c. Can you find any facts and opinions in the story?

d. Are there any propaganda techniques in the story?

e. What kinds of judgments can you make about the story?

7. Two familiar groups that try to compete with each other are the labor and business groups. Read the following story and answer the questions at the end. Check your answers with your teacher. Discuss your answers with your classmates.

## Right To Work

Our right to work is important as any other right in our country. Labor unions have taken that right away from millions of American people. Many unions forced people to work by making them sign contracts. Crooked union bosses have forced members to vote in union elections. Then these bosses forced union members to work under slave conditions. Patriotic citizens should write to their Congressmen and have them pass laws against these unions. If you want to save the American way of life, save the right to work.

Questions:

a. Can you find the writer's opinion and facts in the story?

b. Does the writer give you enough evidence in his story?

c. What group does the writer favor in his story?
What group is the writer against in the story?

d. Can you find and name some propaganda techniques in the story?

Here are some other things you can do if you want to learn more about this topic:

1. A good book to read would be The Art of Efficient Reading by George D. Spache and Paul C. Berg.

2. Another book that is good and is written by George D. Spache is entitled Toward Better Reading. Pages 82-93 would be of interest to you.

3. After a sports event (baseball game, boxing match, basketball game, etc.), buy two different Philadelphia newspapers. Take the sports story from one newspaper and compare it to the sports story in the other newspaper. See if you can find the facts and opinions of the sports story in one newspaper and then the other. Now compare the two stories. How are they different? How are they the same?

4. Read the statements by Malcolm X and Martin Luther King which are attached to this lesson. The statements were reproduced from a book by William Katz entitled Eyewitness: The Negro in American History. After you have read both statements, answer the following questions. Check your answers with your teacher.

Questions:

a. What kind of group are the writers trying to influence?

b. What are the opinions and facts in both statements?

c. What are your feelings and attitudes about these statements?

d. Can you find anything different and similar in both the statements?

5. Read the following statements from two brothers who speak of their parents. Answer the questions that follow. Check and discuss your answers with your teachers.

Brother A: I try to make believe that my mother and father are not Italian. I try to pretend that they were born in America and not Italy. When my friends find out that they can not speak proper English, I feel ashamed. I often wish my parents were pure Americans so that I would not have to feel this way.

Brother B: I am proud that my father and mother are Italians. I am proud that they were born in Italy. Italians are fine and good people. Since I am their son and of Italian descent, I can give something to American culture. I am happy that I do not come from common American parents.

Questions:

a. With which brother do you agree? Why?

b. Do you know other people who might feel this way about their background?

c. Would most people agree with Brother A or Brother B? Why?

Martin Luther King Explains Nonviolent Resistance *

During my freshman days in 1944 at Atlanta's Morehouse College I read Henry David Thoreau's essay On Civil Disobdience for the first time. He refused to pay his taxes and went to jail. He did not want to support a war that would spread slavery's territory into Mexico. I made my first contact here with the theory of nonviolent resistance.

A few years later I heard a lecture by Dr. Mordecai Johnson, President of Howard University. Dr. Johnson had just returned from a trip to India. He spoke of the life and teachings of Mahatma Gandhi. His message was so profound and electrifying that I left the meeting and bought a half-dozen books on Gandhi's life and works.

Before reading Gandhi, I had believed that Jesus' "turn the other cheek" philosophy and the "love your enemies" philosophy could only be useful when individuals were in conflict with other individuals. When racial groups and nations were in conflict, a more realistic approach seemed necessary. But after reading Gandhi, I saw how mistaken I was.

During the days of the Montgomery bus boycott, I came to see the power of nonviolence more and more. As I lived through the actual experience of this protest, nonviolence became more than a useful method; it became a way of life.

Nonresistance attacks the forces of evil rather than the persons who happen to be doing the evil. As I said to the people of Montgomery: "The tension in this city is not between white people and Negro people. The tension is at bottom, between justice and injustice, between the forces of light and the forces of darkness. And if there is a victory, it will be a victory not merely for fifty thousand Negroes but a victory for justice and the forces of light. We are out to defeat injustice and not white persons who may be unjust."

It must be emphasized that nonviolent resistance is not for cowards. Nonviolent resistance does resist. If one uses this method because he is afraid or merely because he lacks the weapons of violence, he is not truly nonviolent. That is why Gandhi often said that if cowardice is the only alternative to violence, it is better to fight. He made this statement knowing that there is always another choice we can make: There is the way of nonviolent resistance. No individual or group need submit to any wrong. Nor need they use violence to right a wrong. This is the way of the strong man.

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* This speech has been simplified in wording and sentence structure.

Malcolm X Explains Black Nationalism

The political philosophy of black nationalism means: we must control the politics and the politicians of our community. They must no longer take orders from outside forces. We will organize, and sweep out of office all Negro politicians who are puppets for the outside forces....

... Whites can help us, but they can't join us. There can be no black-white unity until there is first black unity. There can be no workers' solidarity until there is first some racial solidarity. We cannot think of uniting with others, until after we have first united among ourselves....

Concerning nonviolence: it is criminal to teach a man not to defend himself when he is the constant victim of brutal attacks. It is legal and lawful to own a shotgun or a rifle. We believe in obeying the law.

In some areas our people are the constant victims of brutality, and the government seems unable or unwilling to protect them. We should form rifle clubs that can be used to defend our lives and our property in times of emergency.... When our people are being bitten by dogs, they are within their rights to kill those dogs.

We should be peaceful, law-abiding -- but the time has come for the American Negro to fight back in self-defense whenever and wherever he is being unjustly and unlawfully attacked.

If the government thinks I am wrong for saying this, then let the government start doing its job.

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Statement by Malcolm X delivered to a New York press conference, March 12, 1964.

## 1. SPUR OF THE MOMENT AND PLANNED BUYING

This is the main thing you should learn: One thing you can do to get good deals is to think about and plan for the things you buy.

These are the things you should be able to do when you have finished this lesson:

1. Tell what "spur of the moment" or "impulse" buying is.
2. Tell some things you can do to avoid this kind of buying.
3. Think about some things you have bought recently and whether you planned to buy them or not.

This is the information you need:

Have you ever gone shopping in a supermarket? It is easy to pick up and buy items which you had no intention of buying before you went into the store. There is a nice box of potato chips on sale; oh, and there's that box of cookies. Look, they're having a sale on cheeses this week; and so on. By this "spur of the moment" buying you pay much more for the food that you buy each week.

Or take the case of the person strolling along a busy shopping street. He spies a beautiful sweater in the window. "Man, that is nice," he says. He proceeds to buy it, leaving himself with very little money left for the week.

"Spur of the moment" buying, or "impulse" buying, means that a person often buys things without any planning. Often this is the result of advertising. We believe that it is important, nice, and helpful to own many different and expensive things. Often we buy things because of the store's clever way of arranging and packaging things.

The most important thing a person can do with his or her money is to take some time to think about what to buy with it. Much waste can be avoided if this is done. A supermarket list of food items which is stuck to, can save many dollars for a person. Keeping an inventory of the clothes a person has and what is needed can also save many dollars.

It is important to think about things before buying. Some of the questions you can ask yourself are:

1. Do I really need this item? For what? Can I put it off until later on to buy?

2. Can I really afford to buy this item? How much money will I have left? Would it be better to save the money and spend it on something else?

There are other things you can do to help you to save money. One thing is to buy alone. Too often other people can easily convince you to buy something you don't need. Or you may see them buy something and then decide that you *really want it. Another* thing is to shop when you are not tired. When you are tired, you are more likely to buy things you don't need. You might give in to the arguments of others, to buy things more on impulse. Third, stick to buying only the things that you need. Some things may seem to be bargains, but in the end you will pay more if you really don't need that item. And fourth, shop when you are not rushed. When you are rushed, you are more likely to buy something that you really don't need or may not quite be what you were looking for. You may also pay more for the same item when you are in a hurry.

It is impossible to always think about these things when you buy something. But the more you can plan for and think about what it is you are buying, the more money you can save and have for the things that you really want and need.

Here are some questions to see if you learned the important things: Write the answers on a separate sheet of paper.

1. What is "spur of the moment," or "impulse" buying? Give some examples.

2. What are some of the things you can do to avoid this problem? List as many different things you can do from the reading, and any others you can think of.

Activity 1

Make a list of five things you have bought in the last few months. Write down the reasons for each thing that you bought. Write down whether you planned carefully before buying this item, and whether you would buy it again.

1. One thing I bought was:

The reasons I bought this was:

I (circle one) planned did not plan carefully when I bought this item.

I (circle one) would would not buy this item again.

2. One thing I bought was:

The reasons I bought this was:

I (circle one) planned did not plan carefully when I bought this item.

I (circle one) would would not buy this item again.

3. One thing I bought was:

The reasons I bought this was:

I (circle one) planned did not plan carefully when I bought this item.

I (circle one) would would not buy this item again.

4. One thing I bought was:

The reasons I bought this was:

I (circle one) planned did not plan carefully when I bought this item.

I (circle one) would would not buy this item again.

5. One thing I bought was:

The reasons I bought this was:

I (circle one) planned did not plan carefully when I bought this item.

I (circle one) would would not buy this item again.

Activity 2

In the space below, make a list of as many things as you have bought yourself in the last month or two. Put them into two lists. One list should include those things that you bought which you planned for. The other list should include things that you bought on "impulse" or on the "spur of the moment."

| Things I bought which I planned for | Things I bought on the spur of the moment |
| --- | --- |

Discuss your answers with your teacher and/or your classmates.

Activity 3

In the space below, list some ways that you think you might better plan on how you spend your money. Make the list as specific as you can. Discuss your answers with your teacher and/or your classmates.

## 2. BUYING WHAT YOU NEED

This is the main thing you should learn: In order to get good deals, it is important to think more about what you need when you buy things than to think about how important it will make you feel or how it will impress others.

These are the things you should be able to do when you have finished this lesson:

1. Tell which things you bought because you needed them and which things you bought because you wanted to impress people or wanted to feel important.
2. Tell which advertisements try to persuade you to buy something because it will impress other people or make you feel important.
3. Tell some things that a person could do to avoid the problem of buying things to feel important or to impress people.

This is the information you need:

There are a lot of reasons why people buy things. One is that many people think that they can become more important when they buy certain things. Often they are being taken in by the advertisers. They would like to make us believe that it is important to have certain things, such as a big car, many fancy appliances, brand name items and others. A big car, for example, may make the owner sometimes feel important. But it also costs much more to keep up and much more in gas. Brand names are advertised on television and radio. But often the lesser brands are just as good and cost a lot less. Clothing is another item which we often spend money on to impress people rather than buying for what we need. Often the clothing makers change styles, and we think we have to be "in" on the latest fashions. The clothing we may have may be serviceable and still in good condition. But we still have to have fancy clothes just to prove something about ourselves to other people.

Many people are getting away from buying things to feel and look important. There are more cars being sold for convenience and economy today than ever before. People are beginning to ask questions like "How much gas mileage does this car get?" and "What's the frequency of repair record on this engine?" They are beginning to buy more serviceable clothes, such as jeans and simple shirts that do not go out of style.

We should be able to resist the temptation to use the things we own to show other people how important we are. Then we will be able to save money.

Activity 1

Make a list of as many things that you can think of that you have bought. Put them into two lists. One list should be things you bought because you needed them. A second list should be things you bought because you were trying to impress people. Include in the list of things where you were trying to impress people things you bought which were very expensive or in style, but which you could have bought much cheaper if you didn't care about how they would look to other people.

| Things I bought that I needed | Things I bought to impress people |
| --- | --- |

Discuss your answers and the reasons for your answers with your teacher and/or your classmates.

Activity 2

Look at the advertisements on television. Listen to them on the radio. Read them in newspapers and magazines. Think about the ads which try to persuade you to buy something because it will make you feel important or impress other people. Make a list of those things below:

Products which are advertised to make you feel important or to impress people:

Would you want to buy these products? Why or why not? Write your answer below.

Discuss your answers with your teacher and/or your classmates.

Activity 3

Make a list of some things you think a person could buy that would not be bought to try to make people feel important or impress people. They should help save money. Discuss your answers with your teacher and/or your classmates.

## 3.. LEARNING TO DO COMPARISON SHOPPING

This is the main thing you should learn: There are many ways to save money on things by doing comparison shopping.

These are the things you should be able to do when you have finished this lesson:

1. Tell what comparison shopping means.
2. Tell what are the different kinds of sales that might occur in stores.
3. Tell how to be careful when buying sale items or bargains.
4. Tell about the advantages and disadvantages of buying at second hand, or thrift stores.

This is the information you need:

There are many ways to do good comparison shopping. Comparison shopping means checking on the quality and the price of something in many different stores before buying it. This is often a difficult thing to do, especially with small items. But it is very important on large purchases. It is also important on small ones where people have a limited budget.

Sales and bargains are one way to do comparison shopping. Let us say that you know there is a certain brand that you want to buy of a certain item. Or let us say that there is a store that you like where you feel it would be good to buy a certain item. Looking out for sales, and watching for bargains, are two ways to save money. There are many different kinds of sales. There are sales that take place before the season to buy an item begins (such as a winter sale on air conditioners). There are clearance sales, where the owner of the store wants to clear out extra items.

There are certain times of the year when goods go on sale, such as linens and towels. There are close out sales, when a model may have been discontinued. And there are regular sales that go on all the time to attract customers into stores. There are also discount stores which claim to sell things cheaper than other stores. They do this because they sell more of the item and thus can sell it cheaper.

There are many things to be careful of when buying at sales or buying bargains. Sometimes the items being sold are imperfect - that is there is something wrong with them. Often there is something so slight that it would not matter much. But sometimes the imperfection is important and the "bargain" turns out to be expensive. Sometimes it does not pay to buy an item at a small store or a discount store. If something is wrong with the item, they will give you a hard time. The service and reputations of some

stores make it worthwhile to spend a little more on an item there. Sometimes the sales are held and you cannot return or exchange the item. This can be difficult if the item is not right, such as clothes that don't fit right; an item which is broken, and others. Sometimes the item on sale doesn't have a guarantee. And sometimes the item is of poor quality and really isn't a sale or a bargain at all.

There are often second hand stores where people with limited money can find good buys. Sometimes these clothes are good, durable, clothes that will last a long time and sell cheaply. But you should be careful about buying appliances and other items in second hand or thrift stores. They might work only for a very short time. Often these are good places to buy old furniture that can be repainted and refinished.

There are also stores, such as Sears and Penney's, which have mail-order catalogues. If you go to the store, you can order what you want from a book. It will be sent to your home or you can sometimes pick it up at the store. The items which sell in the catalogues are usually cheaper to buy than buying it in the store. Be careful, however. You have to add postage to the cost of the item. Also, if the item needs to be installed it will not be done through the catalogue order. But it is worth looking into when you are shopping for something.

Here are some questions to see if you learned the important things: Write the answers on a separate piece of paper.

1. What does "comparison shopping" mean?

2. What are the different kinds of sales that might take place?

3. What are some of the things you have to be careful of when buying sale items or bargains?

4. What problems should you watch out for at second hand, or thrift stores? What things might you find there which would be good buys?

Here are some other things you can do if you want to learn more about this topic:

1. Play a game with some of your classmates. Pick an item to buy, such as a car, or a television set. Then watch the papers, check in the local stores and see who can come up with the best deal. Remember to think about the quality of an item, the reputation of the store, as well as the price. You might want to look in back issues of Consumer Report (a magazine which rates different products) to find out which brands are better than others. You can find this magazine in the local library.

2. Take a survey of your neighborhood. Find out what stores are there, and what they sell. Find out which stores are chain stores and large stores, and which are small stores. Find out about second hand, or thrift stores in the neighborhood and what they sell. See if you can figure out which products would be best to look for in what stores. Write down your answers for discussion with your fellow classmates.

## 4. COMPARISON SHOPPING FOR FOOD

This is the main thing you should learn: There are many ways to save money by comparison shopping for food at different stores.

These are the things you should be able to do when you have finished this lesson:

1. Tell what are the different things you need to take into consideration when being a comparison food shopper.
2. Think about the foods you eat, the nutritional quality of the foods, and ways to save money on food without lessening the nutritional value of what you eat, and perhaps adding to the nutritional value.

This is the information you need:

There are some special cases for comparison shopping, because of the amount of money which is spent for these items. This is especially true of food. Food values are complicated by price, size of the items being sold, quality, and nutritional value.

Usually the larger size of an item is the cheapest to buy. A gallon of milk often costs less than four quarts bought separately. But you have to consider, when you buy in larger amounts, how much of the item you are going to use before it goes to waste. A larger container of milk may be cheaper. But unless it is used up within a short period of time, it will turn sour. It is often cheaper to buy larger sizes of items, such as canned goods. Then you can store the rest of the item for use at some future time.

Another consideration is the style of the food. There is whole milk, milk with less fat, skim milk, buttermilk, non-fat dry milk, and others. Each of these is a different style. Some styles are much cheaper than others. They can last longer (non-fat dry milk) or they are less perfect (such as cut types of fruits vs. whole fruits sold in cans). It is important to match the style of the product to the cooking use. Sauces do not need perfect foods to cook with. Special styles, such as small, young, tender peas, cost more than regular peas.

There are also different forms to buy food in. Canned foods, frozen foods, fresh foods of the same type can be bought in most supermarkets. The prices of these items are seasonal, and vary. It is important to check on all forms of the same item to see which is cheaper.

Some foods are labelled as to their quality. Meats are labelled (USDA Choice vs. SDA Good) and higher grades are labelled Prime or Choice. Most supermarkets sell either Choice or Good. Lower

grades can often be just as good as higher grades, and can be cooked to bring out their flavor. They are just as nutritional as the higher grades. The lower grades can be used readily in stewing and braising. You have to know the different grades and not assume that a higher grade is better to buy.

There are also many different brands of foods. Store brands (the ones with the store labels on them) are usually cheaper than the name brands. They are most often the same quality.

Stores also sell their foods at different prices. Generally speaking, the larger the store, the lower the food prices. Large chain stores can buy their foods in very large amounts and pay less for them. Thus they sell them for less. Large stores often have specials to bring people into their stores, and these are usually very good buys. But you have to weigh this against the convenience of buying at a local store. You support a local businessman in your area when you buy at a local store.

Nutritional vlaue is another consideration in buying foods. Frankfurters can appear to be cheap, but their nutritional value is far less than for other meats. Peanut butter is an excellent nutritional buy. Eggs, while expensive, can be used to make whole meals with high nutritional value. Spaghetti and noodles are usually cheap but offer less nutritional value than other foods. Cereals which are highly nutritional are excellent buys, especially because they are eaten with milk. Milk is a very nutritional product, and can be bought much more cheaply if it is bought in powdered form. The taste can be enhanced if some regular milk is added to the powdered milk. Cheeses which are good for sandwiches can be excellent buys.

All this adds up to care being taken in where and how you buy foods. And it sometimes means that you have to reconsider your eating habits in order to get the best buys. There are many foods, which have little nutritional value. These include sweets such as sodas, potato chips, candies, cakes and others. In the long run they are much more expensive than more nutritional foods such as peanut butter, whole wheat crackers, and juices. Wheat germ which can be added to foods to enhance their nutritional value. You can add to your well being, and save money, if you learn to change your eating habits and buy foods as a comparison shopper.

<u>Here are some questions</u> to see if you learned the important things: Write your answers on a separate piece of paper.

1. Make a list of the different things you need to take into consideration when being a comparison food shopper. Explain what each thing on your list means.

2. Make a list of the different foods you ate in a two or three day period. Find out where the foods were bought. See if you can find out about the nutritional quality of the foods that you ate. Make a list of some ways you could save money and still have (or add to) your nutritional diet.

Here are some other things you can do if you want to learn more about this topic:

1. Cut out advertisements from local newspapers for food. Find out which stores are in the area or could be gotten to easily. Visit some of these stores and compare the prices on different items to see which are cheaper to buy it.

2. Read the book Buying Guides by Udvari and Laible. You will find out a lot more about wise shopping.

3. Think more about the nutritional value of the food that you eat. See if you can find out about different ways to add to your nutrition. (Look into protein additives for meat, non-fat dry milk additives, peanut butter, whole wheat breads, and other nutritional products.)

4. List as many ways as you can think of that you could save money. Review all the lessons you did for this unit in order to answer the question. With your classmates, make a big chart that you can hang up in your room and show to others which explains how they could save money if they really wanted to.

5. If you want to learn more about buying and other consumer problems, read the Consumer Action Handbook (J. B. Lippincott Co.) which you can find in your classroom or in the library.

Final Activity

What did you learn in this unit? In the space below, start with the words "I learned..." or "I realized..." and write down as many things as you can think of that you learned about getting good deals, or about yourself. You can look back at the work you did to put your statements down. Be honest in your answers.

# GETTING GOOD DEALS, PART II

What this unit is about: This unit is about problems with sales, with oral promises, with contracts and credit and with housing problems. It will help you to think further about getting good deals.

These are the main topics of the unit:

1. Beware of sales traps and bargains.
2. Promises! Promises!
3. Contracts and credit.
4. Housing

This is why this unit is important to you:

Very few people have as much money as they need. As you begin earning money it is important to think about how to get the most for your money. Sales are good ways to get good deals, but there are many things you have to watch out for. Promises can be made to you, but unless you know how to get them in writing they may mean little. Learning about installment contracts and problems with loans and credit may save you much money. And problems with renting and buying homes are quite common and some knowledge about these problems can save you money and anger.

To do this unit, you need these skills and tools:

1. You have to be able to read at a junior high school level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

Produced at: Urban Career Education Center, Career Intern Program, Philadelphia, Pa., under a grant from the National Institute of Education.
Produced by: Elliott Seif
Date: May, 1974
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## 1. BEWARE OF SALES TRAPS AND BARGAINS

This is the main thing you should learn: There are many different ways that sellers try to take advantage of buyers. A buyer should be very careful about falling into sales traps.

These are the things you should be able to do when you have finished this lesson:

1. Tell what are the major types of sales traps.
2. Be able to examine a situation where there are possible sales traps and tell what you would do in that situation.

This is the information you need:*

Beware of sales traps and bargains! There are many ways that stores and businesses try to take advantage of you. They will try to get the best deal for themselves, but not for you. Most large, reputable stores will not do many of these things. But often they too try to use sales techniques to increase their profits and take advantage of you.

There are many ways that businesses use to increase their sales. One of the most common is called "bait and switch" techniques. A store will advertise goods at a very low price. This gets customers inside or allows a salesman to call at someone's home. The salesman will say that the item advertised is really not all that good. He will try to get the customer to think about buying a much better item at much higher prices. The "bait" was the original item which was advertised at a very low price. The "switch" was the salesperson trying to switch the customer to a much higher priced item.

Some large stores in the Philadelphia area were recently banned from employing this tactic in their stores. If the customer insisted on the lower priced item, the store didn't even have them. It would give them the higher priced item anyway (this was for storm windows). Most stores will simply give you the junky item if you want it.

There is another way that stores will try to sell you something. They will send you a credit certificate allowing you to deduct some money from the price of an item in the store. The amount could be five or ten dollars. The person will then go to the store to buy something there.

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* Some of the ideas in this lesson have been adapted from People and the City: Buyers Beware, by Barbara Love. Scott Foresman and Company.

Sometimes you can get a good buy this way. But usually the price of the items in that store are much higher anyway. It costs you more for that item even with the certificate. You could probably pay less money for the same item in another store without any certificate. And you might wind up buying other items in the store at higher prices.

Still another way that stores and salesmen try to get you to buy things is with a "chain referral plan." The seller tells you that if you can get other people to buy the item, you will get some money off the price of the item. This may seem like a good deal. However, the price of the item may be much higher than it would be in a store. And if you cannot get other people to buy it, you have to pay the full price.

There are many other tricks that are sometimes used to sell people things. Sometimes stores will advertise a "going out of business" sale. Now sometimes this is true and the items are much cheaper than they would have been. But other times going out of business means that the ownership of the store on paper will change hands from one corporation to another. The real owners will not change. Then the going out of business sale is a come-on for people to buy things in the store.

Fire sales and other such sales can also be a risk. Be very careful with such special deals. In general, the best rule is to shop around and find out what the prices are at other places, what condition the product is in, and so on.

Another way that salesmen try to get people to buy things is by telling them that they are helping them or others. Sometimes goods such as magazines are sold when the salesmen say that the profits will go to help some charity. They will say that the money will go to help groups who are helping others. They might say it will help put the salesman through college. Or it will help the person receive some money as a prize. These are often come-ons. The person who buys these items will probably wind up paying much more for the item than he would otherwise have paid. And chances are all the profits will go to the company (or at least most of the them).

The rule is: beware of sales traps and bargains! They can make life difficult for the person who may fall into the trap.

<u>Here are some questions</u> to see if you learned the important things: Write your answers on a separate sheet of paper.

1. What are some of the major types of sales traps. Make a list and explain what they are.

2. What would you do in the following situations:

   a) You go to look at an advertised product at a very low price. The salesman shows it to you and tells you it's really junk. He takes you to another place in the store. He says you can get the best buy in town on this really good item. What would you do?

b) A salesman comes to your home and shows a really good vacuum cleaner you can buy. You can pay even less if you can get your friends to buy one too. It will only cost you $250. And for each person you get to buy one, you receive a credit of $25 against the price of the vacuum cleaner. What would you do?

c) You are walking past a store that has a big sign "Going out of Business" on it. There are many advertised products all over at what seem like low prices. There is a transistor radio for $4.99 in the window, and you are looking to buy one. What would you do?

d) You receive a "gift certificate" in the mail from a store. It will allow you to pay $10 less for an item in the store. You have wanted to buy a watch so you go down to the store and see one for $40.00 that you like. What would you do? (You can buy the watch for $30.00 with your $10.00 certificate.)

Here are some other things you can do if you want to learn more about this topic:

1. Talk to different people in your neighborhood and your school to see if they know of any people who have fallen into sales traps. Find out about as many of these as you can.

2. Walk around your neighborhood to see if you can find places which seem to advertise in ways that might be sales traps.

3. Find out if there are any consumer protection agencies in your neighborhood to help people who fall victim to sales traps.

4. Look in local newspapers to see if you can find ads which seem to suggest sales traps. Cut them out and bring them to your teacher. Show them to your classmates. Put them up in your room as a reminder to others about what to watch out for.

5. Read some things about sales traps, such as People and The City: Buyers Beware by Barbara Love (Scott Foresman and Company). You can find this in your classroom or the library.

## 2. PROMISES! PROMISES!

This is the main thing you should learn: A good consumer has to be very careful about promises made orally and not put in writing.

These are the things you should be able to do when you have finished this lesson:

1. Be able to tell what are the different kinds of promises that a seller may make to you.
2. Be able to tell what should be put down in writing before buying something.

This is the information you need:

A good consumer has to be very careful about promises made to him by other people. Many problems can arise when promises are made orally and are not put in writing.

There are all kinds of promises that sellers make orally which have to be guarded against. A lot of promises can be made about the product itself. "It will last a lifetime" is one that sounds good but doesn't mean anything. If the product does break, what can the consumer do? Sometimes a salesperson will say that the item will do or not do things that are not true. "Clothes won't shrink" when in fact they do. "Cars ride like a dream" when they are really falling apart. Tables are strong and made from good wood when in fact they are not. Fruit will taste sweet and good and turn out to be rotten. Appliances work on different types of current when in fact they do not. Paint will last a lifetime when in fact it will start to peel in a very short time.

In all fairness to the seller, sometimes it is the buyer's misunderstanding of what is said that can cause the problem. Here is an example. A seller told a woman that, if she applied the paint correctly and sanded and scraped her house the paint would last for a very long time. A year later the woman returns very angry and tells the salesman that the paint is already peeling. He sold her a cheap paint. What she failed to tell him was that she did not sand and scrape her house. Or a man who buys a used car fails to take care of it and maintain it. Then he returns after a year saying that the car is falling apart.

So sometimes it is not the fault of the seller when complaints are made by buyers. In any case, it is best to get statements which are important in writing. We will come back to this later in the reading.

A second kind of promise has to do with the guarantee. Oral promises when it comes to guarantees are difficult for the buyer

to support. A salesman can say that if something goes wrong, bring it back and we will take care of it. This implies to the buyer that there will be no charge. But the seller never said that. Sometimes there is not even a guarantee that the store will take back or exchange an item after it is bought.

If a store is willing to tell you things about the product, they ought to be willing to put it in writing and give you a guarantee. The wording of what they put in writing is important. They can say that they certify that the product when you buy it is in good condition. But unless they agree to do something very specifically within a certain time, then what they have said is worthless. They can always claim that when you bought the item it was in good condition but now it is not.

Written statements should include a statement about what will happen if something goes wrong within a specific time period. Usually this is 90 days or a year. And it should also include what the cost will be to you for <u>parts and labor</u>. For a reasonably good new product, the guarantee should say that the item will be repaired free of charge (parts and labor) within 90 days. It should say that parts will be replaced free within a year. Sometimes you can even get a parts and labor guarantee for an entire year.

For used products some kind of written guarantee should be available. This may be for only 30 days repair free of charge on parts and labor. You should even try to get in writing that the store will send someone to repair the product free of charge on very large items. Suppose you have called and they have promised to send someone, but the guarantee is almost up. You should send them a registered letter stating when you called them for repairs. You should tell them that you expect them to fix the item. Keep a copy of your registered letter and the receipt (don't forget to get a return receipt).

It is important to get in writing as many specifics as you can about the guarantee. If a salesman is not willing to give you a guarantee in writing before the product is delivered or before you sign an agreement of sale, then <u>don't buy the item there</u>. Once you have bought the item, he may never deliver on his promise. Be sure you get a guarantee before you pay your money or sign an agreement to pay your money.

<u>Here are some questions</u> to see if you learned the important things: Write your answers on a separate sheet of paper.

1. Explain the different kinds of promises that a seller may make to you. Give examples.

2. Would you believe a salesman if he told you the following statement. Give reasons for your answers.

   a. "This is absolutely the best deal in town on this product."

   b. "We guarantee this product or we will give you your money back."

   c. "You look beautiful in this suit."

   d. "This car is in perfect condition."

   e. "Don't worry about it; we'll repair it if something goes wrong with it."

   f. "Don't worry; nothing ever goes wrong with our locks."

3. What kind of a written guarantee would you ask for for the following items? As best you can, write down the different things you would expect in a guarantee.

   a. A used car.

   b. A new lock on your door.

   c. A used piano.

   d. A new vacuum cleaner.

   e. A new watch.

   f. A new transistor radio.

Here are some other things you can do if you want to learn more about this topic:

1. Go into some of the local stores in your area and read the warranties and guarantees attached to different products. See if you can figure out what each product guarantees.

2. Ask friends and neighbors and relatives what kind of oral promises had been made to them which were not acted on. Make a list of as many different kinds of promises that might be made to you as a buyer.

## 3. CONTRACTS AND CREDIT

This is the main thing you should learn: There are many different things for people to deal with in signing contracts and getting credit.

These are the main things you should be able to do when you have finished this lesson:

1. Tell what are some of the mistakes people make when signing contracts.
2. Tell what a person should do when signing a contract.
3. Tell what are the advantages and problems of buying on credit.
4. Tell what is the best way in certain situations to get a loan to pay for things.

This is the information you need:

The case study that follows is an example of two different, but often related problems people find themselves in. These are problems with a contract they signed and problems with credit.

### CASE STUDY

### HOW NOT TO FIX A LEAKING ROOF

Doris Brown owns a three-story "Father-Son-and-Holy-Ghost" house in a tree-lined, residential street. The area was once a well-kept area of the city, but is now rapidly declining. Still the house is worth about $4,000. Mrs. Brown owns it free and clear.

Mrs. Brown is 71 and has been a widow for 15 years. Her widow's pension and social security benefits come to $150 a month. This is enough to care for necessities, but allows for few, if any, wild sprees.

A short while ago the roof started to leak. Not getting around much anymore, Mrs. Brown didn't know where to turn. She saw an advertisement in the newspaper for house siding and roof repairs and called the company.

The young man who came to the door reminded her a little of her only son, Will. Will has a good job in a city about 350 miles away and has provided her with three wonderful grandchildren. While the young man was explaining about the job, Mrs. Brown was thinking about those grandchildren. She wanted to have the house all fixed up by the time they came for their summer visit.

She didn't quite understand all the young man was saying - it seemed to her he talked awfully fast. But still he must know what he was talking about. He knew all kinds of technical terms and seemed to know just what the house needed.

When the young man pulled out a contract, Mrs. Brown found her eyes were no longer good enough to read all the fine print. The young man assured her it didn't say anything unusual. He said it was just a routine contract for the work to be done.

He told her he had arranged the terms to fit her needs. She could pay for the work over a period of time for the "low, low price of only $70 a month."

The total cost to the contractor of the work to be done was $400. The contract Mrs. Brown signed was for $2,100 - stretched over a 30-month period.

After only two months, Mrs. Brown found she could no longer scrape together the payments. When she failed to pay the third month, she was informed that she had signed a "Confession of Judgment." The house was up for Sheriff's sale.

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Contracts can be very complicated and difficult to read. They are often full of legal sounding words. These make it very difficult for the average person to really understand what he or she is getting into when signing a contract. Yet contracts are written in favor of the person who writes the contract. You can be sure that when someone gives you a contract to sign, the terms of the contract are going to be in his favor.

In Mrs. Brown's case, she had signed a very strong contract. It essentially stated that if she did not meet her payments, the contractor had the right to put up her possessions for sale, including her house, in order for him to get his money. Not only that, but Mrs. Brown was agreeing to pay a very high price for the work that was done. She did not do comparison shopping and the amount of interest she was paying was extremely high. And the shame is that because she did sign her contract, everything that is happening is happening legally.

Other things that can be put into contracts are such things as the seller has the right to take payments from the buyer's wages if he doesn't pay. Or that if the buyer misses <u>one</u> payment, the seller has the right to take back the item without giving any of the money back.

Sometimes contracts are signed without the buyer knowing it. Or a contract may be changed without the buyer knowing it. Someone comes to a door and says that you can have a television in

your home for a week. If you don't like it, you can return it. You sign a receipt for it. Several weeks later, you decide to return it. But it turns out that you don't have the address of the person who gave it to you. The "receipt" you signed was really an installment contract. Or suppose you buy furniture, and the contract reads 4 rooms furniture. The salesman keeps both copies. When you find that the furniture is damaged, you go back to the store to complain. The salesman pulls out the contract which now reads "4 rooms furniture. Damaged furniture accepted as is." And you do not have a copy to show what it read when you signed it. This means that you should always keep a copy of any kind of contract that you sign.

You should follow two rules. Always read whatever you sign. If you don't understand it, take it to someone who can. Most communities have a legal services bureau who will provide this service for you free. Always keep a copy of anything you sign, so that it cannot be changed. And fight to make the contract more to your advantage if you can. Remember, the seller does want your business, and knows you can go to another store.

Buying on credit is often another problem that people face. When a person does not have enough money to buy something for cash, they often pay out what they owe in monthly installments. Sometimes they take out a loan to pay for the item and then pay the loan back in monthly installments. Unfortunately, there is a penalty attached to this. The person winds up paying more money for what he buys because he is paying interest on the money. This is only fair since the seller has to wait a long time before he collects his money. But there are different rates at which people pay back their money. These different interest rates can mean a big difference in how much the person winds up paying. The law now says that a person must be told how much interest they will pay on their money for the entire year. But often the interest told is on a monthly basis. This makes it harder to really figure out how much extra you are paying when you pay out something over time.

In order to really be able to figure out how much money something will cost when you pay it our on time, you have to be good in multiplication and figuring percents. Here is a chart which tells you different amounts of money you will have to pay at different annual percentage rates. Let us say that you are paying off $1000. Here are figures on paying off your money in monthly installments. (See the chart on the next page.)

You will be asked some questions about this chart later in this lesson.

Your ability to get money in installments depends on your credit rating. Your credit rating is determined by how much of a risk you are to the person who is loaning you money or is

| NUMBER OF MONTHS: | | 12 | | 24 | | 36 | |
|---|---|---|---|---|---|---|---|
| annual % rate | loan amount | loan cost | monthly payment | loan cost | monthly payment | loan cost | monthly payment |
| 8% | $1000 | $ 43.86 | $ 86.99 | $ 85.46 | $ 45.23 | $128.11 | $ 31.34 |
| 9% | 1000 | 49.42 | 87.46 | 96.43 | 45.69 | 144.79 | 31.80 |
| 10% | 1000 | 54.99 | 87.92 | 107.48 | 46.15 | 161.62 | 32.27 |
| 11% | 1000 | 60.58 | 88.39 | 118.59 | 46.61 | 178.59 | 32.74 |
| 12% | 1000 | 66.19 | 88.85 | 129.76 | 47.08 | 195.72 | 33.22 |

letting you pay your money in installments. Since you will have the item, the seller wants to be as certain as possible that he will get his money. Your credit rating is determined by how well you have paid off your debts in the past. Also, the type of job you hold, how much money you have in the bank are also factors.

There may be hidden factors. If you're black, sometimes you might find it more difficult to get an installment payment plan with low interest rates. If you live in a poorer section of town, the same thing might be true. You will have to argue strongly and know what you are talking about to get a good installment contract.

You can also pay off your money in installments with credit cards. Credit cards do have a set amount of yearly interest. But they are generally high. If you do pay off your installments and stay as a good credit risk, a credit card is a good thing to have. But you have to be very careful not to run up payments of more than you can afford each month. If you do, then you can be in a lot of trouble. What you bought can be taken away from you. Or you will become a bad credit risk and not be able to get anything else on installments. This can make life very hard for you.

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper.

(This reading can be very hard to understand. If you have had trouble understanding what you read, please see your teacher before you try to answer these questions.)

1. Look again at the story of Mrs. Brown and the contractor. What were some of the mistakes she made? What would you have done differently?

2. What are some of the problems with signing contracts? What might a seller put into a contract which could make it hard for you in the future? What should you do if you cannot read a contract? What rules should you follow about contracts?

3. What is the problem attached to buying on time, on installments, on credit?

4. Go back to the reading and look at the chart on the different amounts of money you pay on $1000 credit.

   a. What is the difference in cost to you at 8% interest between a 12 month loan and a 36 month loan?

   b. What is the difference in cost to you between a loan at 8% interest for 36 months and a loan at 12% interest for 36 months.

   c. Multiply the amount you would pay each month for a 10% loan for 24 months. How much extra (more than $1000) does this loan cost you when you pay out this money in twenty four months?

   d. Assume you had shopped around for a loan at different banks to pay for a used car of $1000. And assume that you had a monthly take-home income of $150 a week. Would you take out a loan for 12, 24, or 36 months? Why?

<u>Here are some other things</u> you can do if you want to learn more about this topic:

1. See if you can go into a local bank or store and get a copy of an installment contract. What parts can you understand? What can't you understand? Discuss the contract with your teacher and/or your classmates.

2. See if you can talk to someone in a bank, or have someone come to your class, to talk about loans, how to get them, and what to be careful of. Ask your teacher if he or she can talk more about these things.

3. Read <u>Law and the Consumer</u> or <u>Family, Money, Management</u> pamphlets which are available either in your class or in the library. These will tell you more about contracts and credit and other related issues.

4. Find some other books on contracts and credit that you can look at and read to find out more about these subjects.

## 4. HOUSING

This is the main thing you should learn: There are many things you should know and many problems you face in both renting an apartment or house or in buying a house.

These are the things you should be able to do when you have finished this lesson:

1. Tell what are some of the major things a landlord and tenant agree to do.
2. Tell what are some of the major things a tenant can do if a landlord fails to live up to his duties.
3. Be able to tell what are some of the most important things a buyer must and should do when buying a home.

This is the information you need:

Housing is a very important thing that people need. In some cases people rent their house. They pay money every month to the owner of the building. The owner makes major repairs, gives heat and hot water, and does other things. In other cases people buy their own homes. They usually get a loan from the bank to buy a home.

When people rent their homes, they become tenants. The person who owns the building is the landlord. Here is a poem about some of the problems between landlords and tenants:

BALLAD OF THE LANDLORD
by Langston Hughes

Landlord, landlord
My roof has sprung a leak.
Don't you 'member I told you
about it
Way last week?

Landlord, landlord
These steps is broken down.
When you come up yourself
It's a wonder you don't fall down.

Ten bucks you say I owe you?
Ten bucks you say is due?
Well, that's Ten Bucks more'n
I'll pay you
Till you fix this house up new.

What? You gonna get eviction orders?
You gonna cut off my heat?
You gonna take my furniture and
Throw it in the street?

Um-huh! You talking high and
mighty.
Talk on -- till you get through.
You ain't gonna be able to say a
word
If I land my fist on you.

Police! Police!
Come and get this man!
He's trying to ruin the government
And overturn the land!

Copper's whistle!
Patrol bell!
Arrest.

Precinct station.
Iron cell.
Headlines in press:

Man threatens Landlord
Tenant Held; No Bail
Judge Gives Negro 30 Days in
County Jail

This poem is an example of some of the problems landlords and tenants face. When a tenant moves into a building, he or she usually signs a lease. This lease is written by the landlord. It has a lot of things in it in favor of the landlord. That is why it has to be read and looked at carefully. Usually, however, the landlord does agree to keep the property in good order and to make major repairs. The landlord also agrees (even if this is not in the lease) to provide a place for "fit habitation." This means a fit place to live. He agrees to obey the housing codes of the city.

The landlord can be taken to court if he does not obey these laws. Unfortunately, in large cities such as Philadelphia, the housing codes are not always obeyed. There are too many problems for the city inspectors to deal with. When the case is taken to court the landlords receive only small fines. Some landlords cannot be found, because they hide behind complicated corporations. Some landlords claim that it would cost too much money for them to make all the necessary repairs.

In some buildings, the tenants all get together and hire a lawyer to help them fight against the landlord. They continually

call him. They take him to court. They ask for the right to put the money for rent aside until the landlord agrees to make repairs on the buildind. This is called putting rent money in escrow. Often this is a long and difficult thing to do. But many buildings are repaired when this is done.

For his part, the tenant agrees to pay rent to the landlord. This is one of the strongest parts of the lease. The tenant does not simply have the right to stop paying rent, even if the landlord isn't doing what he is supposed to be doing. The court may allow the tenants to put the money for rent aside until repairs are made. But the money will have to be paid when the landlord makes the repairs. This can only be done when the court finds that the landlord has not lived up to his responsibilities. The tenant also agrees to care for the apartment and the apartment house. He may be forced to pay damages to the landlord if he is responsible for the difficult conditions of the apartment through his own carelessness.

A tenant usually has to pay a security deposit. This is an amount of money usually equal to one month's rent. The landlord keeps this to pay for damages that the tenant may do to the apartment. When the tenant moves out, the landlord will either give the money back to the tenant or keep the money, claiming that there were damages. The tenant can take the landlord to court if he thinks that the landlord did not need to make repairs because of the tenant. The landlord has to keep bills to prove that he actually did make repairs with the tenant's money.

There are many other things in a lease which work to a landlord's advantage. These can be very complicated. It is best to read and study leases before signing them.

Buying a home can be very complicated. Here we shall look at some of the things that happen and some of the things you should know. First, very few people actually buy a home. What they do is go to a bank or a company to get a mortgage. A mortgage is an agreement between the bank or company, who really owns the house, and you, who is buying it. You agree to pay a certain amount each month for twenty, twenty-five, or thirty years until the money to pay for the house is paid off with the interest. Then the house becomes the buyer's house. When a person finds a home that he wants he first has to put a bid in on the price of the house. Usually the seller will have an asking price for the house. The buyer will then say what he is willing to pay for the house. This is called the buyer's bid. The seller may say that the bid is too low. He will wait for another buyer who will offer more money. If the buyer really wants the house and can afford the price, he may agree to pay the asking price. Then the two of them have made a deal.

Often there is another person interested in selling the house. He is the real estate broker. This is a person who acts as an agent for the seller in trying to sell the house. For his time and trouble, he is given part of the selling price of the house. The broker sees a lot of people whom the seller might not be able to see. The broker will try to sell the house and get the best deal possible for the seller. Many people, however, sell their houses without a real estate broker. They would rather not pay the extra money to the broker.

Looking for a house is rather complicated. There are many things to consider. One thing is the type and size of the house. One is the community it is in. Others are the schools and the way other property is kept in the neighborhood. The types of people living in the community, the amount of taxes to pay, and how much money it will cost to keep up the house and to repair it if necessary are other things. You should be very careful when looking for a house.

When the seller agrees to sell a house to you, you and he sign an agreement of sale. You will probably have to give the broker or the lawyer some money in order for the house to be held for you. This lets the seller know that you are really going to buy the house. Always get a receipt for this money. This money is held in a special bank account until the time of the sale.

At this time, you will have to shop around for a mortgage. Shopping around means calling many different banks and mortgage companies to see who will give you the best deal. There is also a public mortgage offered by an agency of the United States Government. This is called an FHA mortgage. The federal mortgages are often expensive. But you do not need as much money to start when you get this kind of mortgage.

Almost all companies and banks will ask you to make a down payment on the house. This is usually a percentage of the selling price of the house. And the percentage may depend on the amount of money the bank has to lend to buyers of homes. When they have a lot of money they usually will ask for a smaller percentage for a down payment (five or ten percent). When they have a little money to lend they will ask for a higher percentage of money (sometimes twenty or thirty percent). Thus, if you are buying a home for $15,000, you may have to have at least $1500 in cash and maybe more. But sometimes you can borrow this money as a loan from the bank and pay it back in installments. This can be done if you can afford to pay this money plus the monthly mortgage money each month for a time. The loan will end after a while, and you will only have to pay the mortgage.

There are certain things you should do when buying a house. You should try to have the house inspected by someone for a small fee. This is to see what work the house needs and in general what shape the house is in. This is very important. You should also have the house inspected for termites (the seller should normally pay for this). Also have the roof inspected (often the seller will pay for this, too).

The wording of the agreement of sale can be very important. It is sometimes possible to include the fact that if there is major work to be done on the house when the house is inspected, the seller must do the work or the agreement of sale is not good.

You also must get title insurance from a title company. They will certify that the land will belong to you after you buy the house. It will insure you against claims by other people for the land at a future time. You only have to pay this fee once.

The title insurance fee is part of what is called closing costs. Closing costs are costs to the seller and buyer at the time the house is actually sold. When the house is sold, the buyer usually has to pay the title insurance. This is a tax on the sale of the house, and other costs for the house. This can usually come to quite a bit of money also. It is a good idea to try to have money saved to pay for many of these costs before buying a home.

In buying a home, it is almost always a good idea to get a lawyer to represent you. In this case, the cost of the lawyer will be well worth his time and energy. A lawyer will read over the agreement of sale and tell you whether it is a good one for you or not. He may suggest changes which are to your advantage and may save you a lot of money. He may be able to help suggest places to get a mortgage. And he will represent you when the sale is actually made. Buying a house is a very complicated and time consuming business. You may not be ready for it now, but you need to know some things in order to be prepared for it in the future.

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper.

1. When a landlord and tenant sign a lease, what are some of the major things each agrees to do. Make two lists. One tells some of the things the landlord agrees to do. The other tells some of the things the tenant agrees to do.

2. What can a tenant do if the landlord fails to live up to his duties?

3. Make a list of some of the most important things a buyer must and should do when buying a home. Put a check next to those things which are the most important.

Here are some other things you can do if you want to learn more about this topic:

1. Read the pamphlet Landlord and Tenant which you can find in your classroom or in the library.

2. See if you can get a real estate broker to come into your class and talk about your area, the homes for sale, how much they cost, and what things a buyer of a home has to be aware of.

3. Take a survey of the people you know to see what kinds of problems they have had with landlords and what they have done about it. Make a list of the problems and the ways people have tried to deal with the problems.

4. Have a landlord come in and talk to you about some of his problems with buildings in the area or in other places. Try to understand his side of the story.

5. Go to the library and see if you can find out more information about housing problems. Also look in your local newspapers for articles and stories about housing problems and other information about housing.

Finai Activity

What did you learn in this unit? In the space below, start with the words "I learned..." or "I realized..." and write down as many things as you can think of that you learned about getting good deals, or about yourself. You can look at the work you did to put down your statements. Be honest in your answers.